SREENARAYANAGURU
O P E N   U N I V E R S I T Y

M.A. SANSKRIT LANGUAGE AND LITERATURE

PROGRAMME SYLLABUS

(Semester I, II, III, & IV)2023 Admission Onwards

CBCS-PG Regulation //s 2021

June 2021

SREENARAYANAGURU OPEN UNIVERSITY

Programme Structure Template,-Master of Arts (MA)

Sem	Discipline Core Course (4 Credit each)	Discipline Specific Elective (4 Credit each)	Ability Enhancement Compulsory Course (2 Credit each)	Skill Enhancement Compulsory Course (2 Credit)	Dissertation/ Project and viva voce (4 Credit)	Total Credit per Semester
I	DC - 1, DC - 2, DC - 3, DC - 4		AC			18
II	DC-5, DC-6, DC-7, DC-8		FOUNDATIONAL SKILL FOR RESEARCH AND WRITING			18
III	DC-9, DC-10	DE-1 DE-2		SE/Internship /Field work/ Teaching Assignments		18
IV	DC-11, DC-12	DE-3		SC	DP	18

DC   :   Discipline Core Course
DE   :   Discipline Specific Elective Course
AC   :   Ability Enhancement Compulsory Course
SE   :   Skill Enhancement Course
SC   :   Skill Enhancement Compulsory Course
DP   :   Dissertation / Project
IS   :   Institution specific

Semester-wise Programme Details

First Semester			
SI No	**Type of the course**	**Course Code**	**Course Name**
1	Discipline Core	M23SN01DC	वैदिकसाहित्यम्
2	Discipline Core	M23SN02DC	महाकाव्यम्
3	Discipline Core	M23SN03DC	काव्यशास्त्रम् १
4	Discipline Core	M23SN04DC	व्याकरणम्
5	Ability Enhancement Compulsory Course	M23SN01AC (DS)	COMPUTATIONAL SANSKRIT

Second Semester			
SI NO	**Type of the course**	**Course Code**	**Course Name**
1	Discipline Core	M23SN05DC	संस्कृतनाटकम्
2	Discipline Core	M23SN06DC	गद्यम् चम्पू च
3	Discipline Core	M23SN07DC	नाट्यशास्त्रं सौन्दर्यशास्त्रं च
4	Discipline Core	M23SN08DC	दर्शनम् १ - न्यायः तर्कसंग्रहः दीपिकासहितम्
5	Ability Enhancement Compulsory Course	M23SN02AC (IS)	FOUNDATIONAL SKILL FOR RESEARCH AND WRITING

**Third Semester**
SI No	**Type of the course**	**Course Code**	**Course Name**
1	**Discipline Core**	**M23SN09DC**	**दर्शनम् 2 - सांख्यं योगं च**
2	**Discipline Core**	**M23SN10DC**	**दर्शनम् 3 - वेदान्तः मीमांसा च**
3	**Discipline Specific Elective**	**M23SN01DE/ M23SN02DE**	**धर्मशास्त्रम् अर्थशास्त्रं च / SCIENTIFIC HERITAGE OF SANSKRIT**
4	**Discipline Specific Elective**	**M23SN03DE/ M23SN04DE**	**व्याकरणदर्शनम् / INDIAN PHILOSOPHY**
5	**Skill Enhancement Course/ Internship/ Field work/ Teaching Assignments**	**M23SN01SE/ M23SN01IN/ M23SN01FW/ M23SN01TA**	**THEATRE STUDIES M23SN01IN/ M23SN01FW/ M23SN01TA**

Note: A total of 2 courses have to be chosen as Discipline Specific Electives in the Third Semester

**Fourth Semester**
SI No	**Type of the course**	**Course Code**	**Course Name**
1	**Discipline Core**	**M23SN11DC**	**काव्यशास्त्रम् 2**
2	**Discipline Core**	**M23SN12DC**	**LINGUISTICS**
3	**Discipline Specific Elective**	**M23SN05DE/ M23SN06DE**	**MANUSCRIPTOLOGY / SANSKRIT IN TRANSLATION**
4	**Skill Enhancement Compulsory Course**	**M23SN01SC**	**SCIENTIFIC AND PHILOSOPHICAL HERITAGE OF KERALA**

5	Dissertation/ Project and viva voce	M23SN01DP	DISSERTATION/PROJECT AND VIVA VOCE

Cross Border Discipline Courses (CB)

.Sl. No	Type of Course	Course Code	Course Name
1		M23AR01CB	ARABIC FOR ALL
2		M23CA01CB	MACHINE LEARNING FOR ALL
3		M23CM01CB	ORGANIZATIONAL BEHAVIOUR
4		M23EC01CB	GENERAL ECONOMICS
5	Cross Border Discipline Courses	M23EG01CB	ROMANTIC AND VICTORIANS
6		M23HD01CB	BEGINNER'S HINDI
7		M23HS01CB	STRUGGLE FOR INDIAN INDEPENDENCE
8		M23ML01CB	KAVITHAYUM KATHAYUM
9		M23PH01CB	SOCIAL ETHICS
10		M23SO01CB	CRIMINOLOGY

Evaluation:

The evaluation of the programme will be based on two modes:

1. Continuous Internal Evaluation (CIE).

2. End Semester Examination (ESE).

The CIE and ESE will be in the ratio 30:70.

First Semester

SREENARAYANAGURU OPEN UNIVERSITY
MASTER OF ARTS IN SANSKRIT
Discipline Core 01

M23SN01DC
वैदिकसाहित्यम्
CREDITS: 4

Objectives

- ऋग्वेदीयसूक्तानां विषयस्य भाषायाश्च सामान्यावगमः।

- नियुक्तसूक्तानां सविशेषज्ञानम्।

- कितव-अरण्यानि-नासदीयसूक्तानां सामान्यपरिचयः।

- धर्मनिरपेक्षसमाजसामान्यपररिचयः।

- उपनिषदां विषयस्वभावावगमः।

- कठोपनिषदः विषयाणां सविशेषज्ञानम्।

Course Outcome

- ऋग्वेदविषयाणां सामान्यपरिचयः।

- नियुक्तवैदिकसूक्तानां सविशेषज्ञानम्।

- उपनिषदां सामान्यपरिचयः।

- कठोपनिषदः सविशेषाध्ययनम्।

Course Details

Block 1   ऋग्वेदः - 1

Unit - 1   वैदिकसाहित्यस्य सामान्यपरिचयः।

Unit - 2   ऋग्वेदविषयाणां स्वरूपाणां च सामान्यपरिचयः।

Unit - 3   अग्निः (1.1) , इन्द्रः (2.12) सूक्तानां सविशेषाध्ययनम्।

Block 2 ऋग्वेदः - 2

Unit - 1   नासदीयसूक्तस्य सविशेषाध्ययनम् ।

Unit - 2   कितवसूक्तस्य सविशेषाध्ययनम् ।

Unit - 3   अरण्यानि सूक्तस्य सविशेषाध्ययनम्।

Block 3 कठोपनिषत् - 1

Unit - 1   उपनिषदः सामान्यपरिचयः।

Unit - 2   कठोपनिषदः सामान्यपरिचयः।

Unit - 3   कठोपनिषत् (प्रथमोऽध्यायः प्रथमा वल्ली सविशेषाध्ययनम्)

Unit - 4   कठोपनिषत् (प्रथमोऽध्यायः द्वितीया वल्ली सविशेषाध्ययनम्)

Block 4 कठोपनिषत् - 2

Unit - 1   कठोपनिषत् (प्रथमोऽध्यायः तृतीया वल्ली सविशेषाध्ययनम्)

Unit - 2   कठोपनिषत् (द्वितीयोऽध्यायः प्रथमा वल्ली सविशेषाध्ययनम्)

Unit - 3   कठोपनिषत् (द्वितीयोऽध्यायः द्वितीया वल्ली सविशेषाध्ययनम्)

Unit - 4 **कठोपनिषत् (द्वितीयोऽध्यायः तृतीया वल्ली सविशेषाध्ययनम्)**

References :

1. *Ṛgveda* (with *Sāyaṇabhāṣya*) – Prescribed hymns.

2. *Kaṭhopaniṣad* (with Śāṅkarabhāṣya)

3. Studies on *Ṛgveda* and Upaniṣadic Literature

SREENARAYANAGURU OPEN UNIVERSITY
MASTER OF ARTS IN SANSKRIT
Discipline Core 02

M23SN02DC
महाकाव्यम्
CREDITS: 4

Objectives

- महाकाव्यपरिचयः।

- काव्येषु व्याकरणविशेषज्ञानम्।

- काव्यविषयज्ञानम्।

- श्लोकानां हृदयस्थीकरणम्।

- श्लोकव्याख्यानपरिचयः।

- काव्यव्याख्यानज्ञानम्।

- वृत्तालङ्कारविवेचनपरिचयः।

Course Outcome

- छात्राः महाकाव्यविषये परिचयं लभेयुः।

- काव्यानां व्याकरणविशेषज्ञानम्।

- महाकाव्येतिवृत्तपरिचयः।

- श्लोकपरिचयः।

- श्लोकव्याख्याननैपुण्यम्।

- महाकाव्यव्याख्यानपरम्परापरिचयः।

- वृत्तालङ्कारनिर्णयनैपुण्यम्।

Course Details

Block 1 महाकाव्यपरिचयः।

Unit - 2   द्वितीयसर्गे 89 - 98 श्लोकाः।

Unit - 3   द्वितीयसर्गे 99 - 108 श्लोकाः।

Unit - 4   द्वितीयसर्गे 109 - 118 श्लोकाः।

References :

1. *History of Sanskrit Literature*, A B Keith, MotilalBanarsidass Publishers, pvt.Ltd , New Delhi, 1990

2. Samskritasahityacharitram, (ed) Dr.K.Kunjunniraja and Dr.M.S.Menon, Sahitya Academy, Thrissur

3. Naisadhiyacarita of Sriharsa, Motilal Banarsidass, New Delhi

4. *Naisadhiyacarita –A study*, Sivabalak Dwivedi, Prakash Mitra Sastri, Shishak Prakasan, Kanpur 1981.

5. *The Kiratarjuniya* of Bharavi, Ed.by Mahamahopadhyaya Pandit Durga Prasad and Kashinath pandurang Parab, Tukaram Javji, Nirnaya Sagar Press, Bombay 1907

6. *Kiratarjuniya*, Sri Gurunathavidyanithi ,Rudra Printing works, Culcutta.

7. *Sisupalavadha* of Magha, M.S Bhandari Messrs Gopal Narain & Co bookSellers and Publishers , Bombay 1982

8. *Sisupalavadha* of Magha, Ed.by PanditDurga Prasad & Pandit Sivadatta ,Tukaram Javaji, Nirnaya Sagar Press, Bombay 1905

Web Resource

www.archive.org

SREENARAYANAGURU OPEN UNIVERSITY
MASTER OF ARTS IN SANSKRIT
Discipline Core 03

M23SN03DC
काव्यशास्त्रम् 1
CREDITS: 4

Objectives

- संस्कृतकाव्यशास्त्रग्रन्थस्य साहित्यदर्पणस्य अवबोधः।

- साहित्यदर्पणग्रन्थे निपुणतां प्राप्नोति।

- रूपकभेदानां सम्यक् ज्ञानं प्राप्नोति ।

- अप्पय्यदीक्षितस्य कुवलयानन्दात् केचन अलङ्कारान् अवगच्छति।

Course Outcome

- संस्कृतसाहित्यशास्त्रे विश्वनाथकविराजस्य च स्थानं प्राधान्यं च।

- विश्वनाथमतेन काव्यरूपकलक्षणपरिज्ञानम्।

- काव्यशास्त्रे अलङ्कारनिरूपणस्य प्राधान्यावगमः।

- काव्ये अलङ्कारस्य प्राधान्यम्।

- अलङ्काराणां व्यञ्जकत्वाभावापग्रथनम्।

Course Details

Block 1: साहित्यदर्पणम् भागः 1

Unit - 1   **काव्यलक्षणसामान्यपरिचयः परिच्छेदः 1 (काव्यस्वरूपम्)**

Unit - 2   **साहित्यदर्पणम् परिच्छेदः - 6 (सामान्यपरिचयः)**

Unit - 3   **साहित्यदर्पणम् परिच्छेदः - 6 (दृश्यश्रव्यभेदौ रूपकभेदाः च)**

Unit - 4   **साहित्यदर्पणम् परिच्छेदः -6 (वृत्तिः, प्रस्तावना , पताकास्थानम्)**

Block 2: साहित्यदर्पणम् भागः 2

Unit - 1   साहित्यदर्पणम् परिच्छेदः - 6 (अर्थोपक्षेपकः अर्थप्रकृतयः च)

Unit - 2   साहित्यदर्पणम् परिच्छेदः - 6 (पञ्चसन्धयः वृत्तयः च)

Unit - 3   साहित्यदर्पणम् परिच्छेदः - 6 (भाषाविभागः)

Unit - 4   साहित्यदर्पणम् परिच्छेदः - 6 (प्रकरणम्)

Block 3: साहित्यदर्पणम् परिच्छेदः भागः 3

Unit 1   साहित्यदर्पणम् परिच्छेदः - 6 (भाणम् , व्यायोगः, समवकारः)

Unit 2   साहित्यदर्पणम् परिच्छेदः - 6 (डिमः, ईहामृगः, अङ्कः)

Unit 3   साहित्यदर्पणम् परिच्छेदः - 6 (वीथी, प्रहसनम्)

Unit 4   साहित्यदर्पणम् परिच्छेदः - 6 (उपरूपकाणि)

Block 4: कुवलयानन्दः

Unit - 1   अलङ्कारपरिचयः।

Unit - 2   उपमा, रूपकम्, उल्लेखः, स्मृतिः, भ्रान्तिः, सन्देहः. अपह्नुतिः।

Unit - 3   उत्प्रेक्षा, अतिशयोक्तिः, तुल्ययोगिता, दीपकम्, प्रतिवस्तूपमा, दृष्टान्तः, निदर्शना,

व्यतिरेकः, स्वभावोक्तिः।

Unit - 4   समासोक्तिः, परिकरः, श्लेषः, अप्रस्तुतप्रशंसा, व्याजस्तुतिः, विरोधाभासः,

काव्यलिङ्गम्, अर्थान्तरन्यासः।

References :

1. *Sahityadarpanah,* Edited DevadattaKausika, BharathiyaVidyaPrakashan, New Delhi, 1978.

2. *Sahiyadarpana*, Edited AcharyashesharajasharmaRegmi, Krishnadas Academy, Varanasi,1993.

3. *Sahityadarpana*, Edited Saligramasastri, Motilal Banarsidass, New Delhi,1992. Sahityadarpana, Edited J.R. Ballantyne Paramdasa Mitra, Motilal Banarsidass, New Delhi 1994.

4. *Sahityadarpana*, Edited Acharya Krishna mohan Shastri, Chaukhambha Sanskrit Sansthan, Varanasi, 2011.

5. *Kuvalayananda*, Edited D. Bholasankar Vyas, Chaukhamba Vidyabhavan, Varanasi, 1995.

SREENARAYANAGURU OPEN UNIVERSITY
MASTER OF ARTS IN SANSKRIT
Discipline Core 04

M23SN04DC
व्याकरणम्
CREDITS: 4

Objectives

- **संस्कृतव्याकरणशास्त्रे अवबोधः।**

- **कौमुदीं पद्धतीं अवगमः।**

- **वाक्ये शब्दान् प्रयोक्तुं क्षमता।**

Course Outcome

- पदनिष्पत्तिज्ञानम्।

- नामक्रियाविशकलनम्।

- लिङ्गविभक्तिप्रत्ययादीनां परिचयः।

- अष्टाध्यायीसूत्राणामनुशीलनम्।

- प्रक्रियापद्धतौ परिशीलनम्।

- समासकृत्तद्धितादीनां तत्वावगमः।

- भिन्नकालेषु वाक्यनिर्मितेः परिचयः।

Course Details

Block 1 पुंलिङ्ग-स्त्रीलिङ्ग-नपुंसकलिङ्गप्रकरणानि।

Unit - 1   **अजन्तपुंलिङ्गः (पतिसमासपर्यन्तम्)।**

Unit - 2   **अजन्तस्त्रीलिङ्गः, अजन्तनपुंसकलिङ्गः (मिदचोऽन्त्यात्पदः पर्यन्तम्)।**

Unit - 3   **हलन्तपुंलिङ्गः, हलन्तस्त्रीलिङ्गः, हलन्तनपुंसकलिङ्गः।**

Block 2   धातुप्रकरणम्।

Unit - 1   भ्वादि गणपरिचयः (भू, एध् धातूनां प्रक्रिया विचारः)।

Unit - 2   ण्यन्तसन्नन्त आत्मनेपदी परस्मैपदी लकारार्थः।

Unit - 3   कृत्यप्रकरणम्। (पूर्वं कृदन्तप्रकरणं चरेष्टः पर्यन्तम्)।

Block 3:   समासप्रकरणम्।

Unit - 1   समासप्रकरणम् (केवलसमासः)

Unit - 2   समासप्रकरणम् (अव्ययीभावः, तत्पुरुषः च)।

Unit - 3   समासप्रकरणम् (बहुव्रीहिः, द्वन्द्वः च)।

Block 4   तद्धितस्त्रीप्रत्ययप्रकरणम्।

Unit - 1   अपत्याधिकारप्रकरणम्।

Unit - 2   मत्वर्थीयप्रकरणम्।

Unit - 3   स्त्रीप्रत्ययप्रकरणम्।

Unit - 4   अव्ययप्रकरणम्।

References :

1. *Laghusiddhanta kaumudi* of Varadaraja, Chowkhamba sanskrit series academy , Varanasi 2005

2. *Padasamskarachandrika* of Kaikulangara Rama warrier, Kerala Sahitya academy, Thrissur

3. *Laghupaniniyam* of A R Rajaraja varma , Kerala University, Thiruvananthapuram

4. *Paniniyapadhyotam* of I C Chacko, Bhasha Institute, Thiruvananthapuram

5. *Prakriya Bhashyam* of Fr John Kunnappalli, National book stall, Kottayam

6. *Laghusiddhanta kaumudi* Edited R vasudevan potti, Tripunithura Sanskrit College,

Ernakulam

Web Resources:

- *vyoma sanskrit pathasala Leghusidhanthakaumudi.*
- *samskrtita Ganga Leghusidhanthakaumudi .*

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SREENARAYANAGURU OPEN UNIVERSITY
MASTER OF ARTS IN SANSKRIT
Ability Enhancement Compulsory Course
Discipline Specific
M23SN01AC
COMPUTATIONAL SANSKRIT
CREDITS: 2

Objectives

- To understand the Theoretical and practical aspects of computer studies and appreciate the computer skills in communication and presentation.
- It helps to comprehend the computer skills in natural Language processing by analyzing the ability to do DTP works in Sanskrit Language.
- It provides the potential to receive the E-Resources in Sanskrit and be familiarized with various softwares in Sanskrit.

Course outcomes

- Understand the Digital Sanskrit Repository and to retrieve and extract Information from the Internet Archive
- Understand the theoretical components of Computational Linguistics
- Understand Artificial Intelligence and Natural Language Processing
- Analyse Knowledge Representation in Sanskrit and Artificial Intelligence
- Understand Computational Lexicology
- Developing computer skills in NLP.
- Understanding the theoretical and practical aspects of Artificial Intelligence

COURSE DETAILS

Block 1:   Introduction to Sanskrit Computation

  Unit - 1   Important Sites of Sanskrit literary Database (Samsaadhanii, INRIA, Tdil etc.)

  Unit - 2   Sanskrit E-Resources and Online Resources

  Unit - 3   Sanskrit Softwares

  Unit - 4   Sanskrit Fonts, Unicode Fonts, DTP in Sanskrit

Block 2   Natural Language processing

  Unit - 1   Natural Language Processing

  Unit - 2   Artificial Intelligence

Unit - 3   Major task in NLP and The Future of NLP

Unit - 4   Computational Application of Sanskrit Grammar

References :
1. Computational Linguistics and Introduction, Ralph Grishman, CambridgeUniversity Press, 1999.
2. Syntactic Structures, Noam Chomsky,Mouton, Hague, 1957 .
3. A Course in General Linguistics, Ferdinand de Saussure, (trans.) WardeBaskin,London: 1964. Linguistics, David Crystal, Cambridge University Press, Cambridge
4. Papers on Linguistics, Firht.J.R, Oxford Press, London, 1957.
5. Vineet Chaitanya & Rajeev Sangal *Natural Language Processing – A Paniniyan Perspective: Akshar Bharati*
6. Noam Chomsky *Syntactic Structure:*
7. Keshab Chandra Dash: *Sanskrit and Computer:*
8. Sanskrit Informatics: Informatics for Sanskrit Studies and Research by R Raman Nair & L Sulochana Devi Donald Davidson & Gilbert Harman *Semantics of Natural Language*
9. Ralph Grishman *Computational Linguistics and Introduction* Jerry Forder & Jerrold J. Katz *The Structure of Language Key to Karaka Shivani V. and Santosh More Proceedings of International Sanskrit Computaional Linguistics Conference*

Websites
https://sanskrit.uohyd.ac.in/scl/
https://sambhasha.ksu.ac.in/
http://sanskrit.inria.fr/
http://sanskrit.jnu.ac.in/

Second Semester

SREENARAYANAGURU OPEN UNIVERSITY
MASTER OF ARTS IN SANSKRIT
Discipline Core 05

M23SN05DC
संस्कृतनाटकम्
CREDITS: 4

Objectives

- संस्कृतरूपकसामान्यपरिचयः।

- संस्कृतनाट्यशास्त्रस्य प्रयोगस्य च मौलिकं ज्ञानम् ।

Course Outcome

- संस्कृतरूपकरङ्गवेदीनां च समग्रविशकलनम्।

- रूपकस्य नाट्यशास्त्रोक्तरीत्या निरूपणम्।

- मुद्राराक्षसनाटकस्य सामाजराष्ट्रतन्त्रपरं विज्ञानम्।

- मत्तविलासप्रहसने समाजराष्ट्रतन्त्रविज्ञानम्।

COURSE DETAILS

BLOCK 1 : संस्कृतनाटकम्

Unit - 1   नाटकं दशरूपकं च सामान्याध्ययनम्।

Unit - 2   संस्कृतनाटकम्, भासः, कालिदासः, भवभूतिः इत्यादयः।

Unit - 3   नाटकावतरणम्।

Unit - 4   संस्कृते राजनैतिकनाटकानि।

BLOCK 2 : मुद्राराक्षसम् 1 - 4 अङ्काः

Unit - 1   मुद्राराक्षसं प्रथमः अङ्कः।

Unit - 2   मुद्राराक्षसं द्वितीयः अङ्कः।

Unit - 3   मुद्राराक्षसं तृतीयः अङ्कः।

Unit - 4   मुद्राराक्षसं चतुर्थः अङ्कः।

BLOCK 3 : मुद्राराक्षसम् 5 - 7 अङ्काः

Unit - 1   मुद्राराक्षसं पञ्चमः अङ्कः।

Unit - 2   मुद्राराक्षसं षष्टः अङ्कः।

Unit - 3   मुद्राराक्षसं सप्तमः अङ्कः।

BLOCK 4 : मत्तविलासप्रहसनम्

Unit - 1   प्रहसनपरिचयः

Unit - 2   संस्कृते प्रहसनानि

Unit - 3   मत्तविलासप्रहसनम्

Reference

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3. Indian Kavya Literature, A.K. Warder, Motilal Banarsidass, New Delhi, 1992.

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SREENARAYANAGURU OPEN UNIVERSITY
MASTER OF ARTS IN SANSKRIT
Discipline Core 06

M23SN06DC
गद्यं चम्पूश्च
CREDITS: 4

Objectives

- संस्कृतसाहित्यस्य सामान्यावबोधः।

- बाणभट्टस्य भोजस्य च परिचयः।

- गद्यकाव्यानां सविशेषज्ञानम्।

- चम्पूकाव्यानां सविशषेज्ञानम्।

Course Outcome

अस्य पाठ्यक्रमविषयस्य शिक्षणेन पठितारः प्रभवति-

- संस्कृतसाहित्यस्य अवबोधनाय ।

- बाणभट्टस्य तथा भोजराजस्य परिचयाय ।

- गद्यसाहित्यविज्ञानाय ।

- चम्पूसाहित्यावबोधाय ।

Course Details

BLOCK 1 : गद्यचम्पूसाहित्यसामान्यपरिचयः

Unit - 1   काव्यभेदाः- पद्यगद्यमिश्रम् -गद्यसाहित्यम्-सुबन्धोः वासवदत्ता, दण्डिनः

दशकुमारचरितम्, बाणभट्टस्य कादम्बरीहर्षचरितञ्च।

Unit - 2　　चम्पूकाव्यानि - नलचम्पू,भारतचम्पू, रामायणचम्पू, केरलीयप्रबन्धाः -

मेलपत्तूर्नारायणभट्टः।

Unit - 3　　बाणभट्टः - जीवनवृत्तान्तः रचनाः च।

Unit - 4　　भोजराजः - जीवनकालः कृतयः च।

BLOCK 2 : कादम्बरी - शुकनासोपदेशः

Unit - 1　　'समुपस्थितयौवराज्याभिषेकं　　　च　　　तम्'　　　इत्यारभ्य

'राज्यविषविकारतन्द्राप्रदाराजलक्ष्मीः'

　　पर्यन्तम्।

Unit - 2　　'आलोकयतु तावत्' इत्यारभ्य 'पतितमपि आत्मानं नावगच्छन्ति' पर्यन्तम्।

Unit - 3　　'अपरे तु स्वार्थनिष्पादनपरैः' इत्यारभ्य 'भ्रातरः उच्छेद्याः' पर्यन्तम्।

BLOCK 3 : भोजस्य रामायणचम्पू बालकाण्डे ताटकावधान्तो भागः। (1- 52 श्लोकाः)

Unit - 1　　आदितः रावणवृत्तान्तपर्यन्ता कथा ।

Unit - 2　　यागानुष्ठानेन रामादीनां जन्मवृत्तान्तः।

Unit - 3　　विश्वामित्रागमनम् वनयात्रा च ।

Unit - 4　　ताटकावृत्तान्तः।

BLOCK 4 : रामायणचम्प्वोः बालकाण्डस्य अवशिष्टः भागः (53 - 110 श्लोकाः)

Unit - 1　　कौशिकवृत्तान्तः ।

Unit - 2   भागीरथीकथा।

Unit - 3   अहल्यावृत्तान्तः।

Unit - 4   सीतास्वयंवरः।

Reference

1. कादम्बरी शुकनासोपदशः।

2. भोजस्य रामायणचम्पू बालकाण्डम्।

3. *Kadambari* with commentary of Bhanucandra and Siddhacandra Nag Publishers, New Delhi 1985.

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5. Samkritasahityacaritram, Dr.K.Kunjunni Raja and Dr.M.S.Menon, Kerala sahitya Academi ,Thrissur.

6. Dasakumaracaritam of Dandin, MeherchandLexman das New Delhi.

7. Prabhandhas of Melputtur Narayana Bhatta, University of Kerala, Thiruvananthapuram

8. A Classical *History of Sanskrit Literature, R.Krishnamacariar, Motilal Banarsidass, New Delhi.*

SREENARAYANAGURU OPEN UNIVERSITY
MASTER OF ARTS IN SANSKRIT
Discipline Core 07

M23SN07DC
नाट्यशास्त्रं सौन्दर्यशास्त्रं च
CREDITS: 4

Objectives

● संस्कृतनाट्यशास्त्रस्य सामान्यावबोधः।

- भरतस्य अन्येषां नाट्यशास्त्रकाराणां च परिचयः।

- नाट्यशास्त्रस्य सविशेषज्ञानम्।

- रससिद्धान्तस्य सविशेषज्ञानम् ।

Course Outcomes

- संस्कृतनाट्यशास्त्रस्य अवबोधनाय ।

- भरतस्य तथा धनञ्जयादीनां परिचयाय ।

- नाट्यशास्त्रसाहित्यविवज्ञानाय ।

- रसवसिद्धान्ताववोधाय ।

COURSE DETAILS

BLOCK 1 : नाट्यशास्त्रसाहित्यसामान्यपरिचयः।

Unit - 1   भारतीयकाव्यशास्त्रम् -काव्यभेदाः - दृश्यम् श्रव्यम् - रूपकसाहित्यम् - दशरूपकाणि

        - नाट्यशास्त्रग्रन्थाः।

Unit - 2   भरतस्य नाट्यशास्त्रम् – नाट्यशास्त्रे प्रस्तुताः विषयाः।

Unit - 3   विभावाः - स्थायीभावाः - अनुभावाः - व्यभिचारिणः - सात्विकभावाः।

Unit - 4   रसचर्चा - उत्पत्तिवादः लोल्लटः, अनुकरणवादः श्रीशङ्कुकः, भुक्तिवादः भट्टनायकः, अभिव्यक्तिवादः अभिनवगुप्तः।

BLOCK 2 : नाट्योत्पत्तिः।

Unit - 1   नाट्यशास्त्रप्रारम्भः। नाट्यशास्त्रम् प्रथमाध्यायः - प्रथमश्लोकात्।

Unit - 2   नाट्यविषये समस्याः।

Unit - 3   नाट्यप्रयोगः।

Unit - 4   नाट्यगृहविशेषः।

BLOCK 3 : रसविकल्पः।

Unit - 1   नाट्यशास्त्रस्य रसाध्याये नाट्यसंग्रहः।

Unit - 2   रसचर्चा।

Unit - 3   शान्तरसनिरूपणम्।

BLOCK 4 : रससिद्धान्तनिरूपणम्।

Unit - 1   लोल्लटस्य उत्पत्तिवादः तथा श्रीशङ्कुकस्य अनुकरणवादः।

Unit - 2   भट्टनायकस्य भुक्तिवादः खण्डनम् च।

Unit - 3   अभिनवगुप्तस्य अभिव्यक्तिवादः।

Reference

1. नाट्यशास्त्रम् - प्रथमषष्ठाध्यायौ।

2. नाट्यशास्त्रषष्ठाध्यायस्य रससिद्धान्तविषये अभिनवभारती।

3. *Natyasastram* with *Abhinavabharati* of Abhinavagupta, Parimal Publishers, New Delhi

4. *Natyasastram*(ed) Ramakrishnakavi, Gaekewad Oriental series, Baroda**.**

5. *Natyasastram* (trans) K.P.Narayanapisharoti, Kerala Sahitya Academi Thrissur**,**1979.

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7. *Aesthetic Experience According to Abhinavagupta,* R Gnoli, Chaukhamba Sanskrit Series Office Varanasi,1985.

8. *A Classical History of Sanskrit Literature,* R.Krishnamachariar, *Motilal Banarsidass,* New Delhi.

9. *Indian Literary Theories*, Dr.K.Krishnamoorthy, Meherchand Lakhmandas, New Delhi, 1985.

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11. *The Rasa Reader* Sheldon Pollock, Permanent Black, New Delhi, 2017.

12. *Rasatatvadarsanam*, N.Gopalapanikker, Kerala Bhasha Institute, Thiruvananthapuram**,** 1980.

13. *Sanskrit Drama in Performance*, Rachel Van M Baumer James R Brandon, Motilal Banarsidas NewDelhi, 1983.

SREENARAYANAGURU OPEN UNIVERSITY
MASTER OF ARTS IN SANSKRIT
Discipline Core 08

M23SN08DC
दर्शनम् 1 - न्यायः
तर्कसंग्रहः दीपिकासहितम्
CREDITS: 4

Objectives

- भारतीयदर्शनेषु न्यायवैशेषिकयोः विशेषपरिचयः अवगमः च।

- तर्कम् उपयुज्य पदार्थानां परिशीलनप्रक्रियाज्ञानम् ।

Course Outcomes

- भारतीयदर्शनप्रक्रियानां सामान्यावगमः, विशेषतः न्यायवैशेषिकयोः

    तर्कसंग्रहप्राधान्यस्य च अवगमः

- वैशेषिके पदार्थानाम् अवगमः।

- न्याये प्रमाणानाम् अवगमः।

COURSE DETAILS

BLOCK 1 : भारतीयदर्शनप्रक्रियायां न्यायवैशेषिकयोः तर्कसंग्रहस्य च विशेषपरिचयः।

Unit - 1   न्यायवैशेषिकदर्शनयोः विशेषपरिचयः।

Unit - 2   तर्कसंग्रहस्य व्याख्यानानां च परिचयः, मङ्गलश्लोकः च।

Unit - 3   **सप्तपदार्थानाम् उद्देशः विभागः च।**

BLOCK 2 : द्रव्याणां गुणानां निरूपणं प्रमाणनिरूपणं च।

Unit - 1   द्रव्याणां निरूपणम्।

Unit - 2   गुणानां शब्दपर्यन्तानां निरूपणम्।

Unit - 3   ज्ञानस्य तद्भेदानां च निरूपणं सामान्यतः प्रमाणनिरूपणं च।

Unit - 4   कारणनिरूपणं विभागः च।

BLOCK 3 : प्रत्यक्षस्य अनुमानस्य च निरूपणम्।

Unit - 1   प्रत्यक्षनिरूपणं संनिकर्षनिरूपणम् च।

Unit - 2   अनुमानप्रक्रियानिरूपणं स्वार्थपरार्थविभागः च।

Unit - 3   पक्षसपक्षविपक्षनिरूपणं त्रिविधलिङ्गनिरूपणम् च।

Unit - 4   हेत्वाभासनिरूपणम्।

BLOCK 4 : उपमानशब्दयोः अवशिष्टपदार्थानां च निरूपणम्।

Unit - 1   उपमाननिरूपणम् ।

Unit - 2   शब्दप्रमाणनिरूपणम्।

Unit - 3   अवशिष्टगुणानां कर्मणां च निरूपणम्।

Unit - 4   अवशिष्टपदार्थानां सामान्यादीनां चतुर्णां निरूपणम्।

Reference

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2. Tarkasangraha of Annambhatta, Dr. V.N.Jha, Chinmaya International Foundation Sodha Samsthan, Ernakulam.

3. Tarkasangraha with Dipika and notes (in Eng), Sri Ramakrishna Mutt, Chennai- 4

4. Tarka Sangraha, A primer of Indian Logic, Kuppuswamy Sastri, Kuppuswamy Sastri Research Institute, Chennai, 1951.

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SREENARAYANAGURU OPEN UNIVERSITY
MASTER OF ARTS IN SANSKRIT
Ability Enhancement Compulsory Course
Institution Specific

M23SN02AC(IS)
FOUNDATIONAL SKILLS FOR RESEARCH AND WRITING
CREDITS: 2

Objectives

- To introduce the learners to the fundamentals of research and writing.

- To provide the learners insights into research,methods of reviewing literature and identifying research gaps.

- To acquaint the learners with the different writing formats including synopsis,abstract,thesis, research papers,etc...

- To give the learners an understanding of research ethics, plagiarism, publication procedures and benchmark for publication.

Course Outcomes

- Upon completion of the program the learners will be able to:

- Understand the different concepts associated with research and writing.

- Acquire the foundational skills for research, documentation and publication

- Become aware of the basics of writing,synopsis,abstract,thesis,and research papers

- Differentiate primary, secondary sources, identify research gaps and understand the nuances of plagiarism.

COURSE DETAILS

BLOCK 1: Understanding Research

Unit - 1   Distinguishing Research from Inquiry - Causative premises of inquiry - formal and informal inquiry - questions and answers.

Unit - 2   Research - primary and secondary - research etymology - driving reasons

and questions for organized research - significance and steps - design of research.

Unit - 3   Bibliographic sources for research and annotation - locating sources for a bibliography.

Unit - 4   Reviewing Literature - primary & secondary sources - convergence and divergence - identifying research gaps - establishing significance of research.

BLOCK 2: Writing Formats

Unit - 1   Synopsis - executive summary - abstract writing - conventions and practices

Unit - 2   Citing and citation styles - managing references - different style sheets.

Unit - 3   Research ethics - intellectual property rights - copyrights & plagiarism.

Unit - 4   Publication procedures - benchmarks for publication - research gate & scopus.

References

1. Ballenger, Bruce, P. (2012). The Curious Researcher: A Guide to Writing Research Papers. 7th edition. Boston, M.A.: Pearson.

2. Booth, Wayne, C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup and William T. Fitzgerald (2016). The Craft of Research. Chicago: The University of Chicago Press.

3. The Chicago Manual of Style Online. Chicago: The University of Chicago Press2017. 17th edn.

4. Fink, Arlene (2005). Conducting research literature reviews: From the Internet to paper. 2nd edition. Thousand Oaks, CA: Sage.

5. Lipson, Charles (2018) Cite Right. A Quick Guide to Citation Styles—MLA, APA, Chicago, the Sciences, Professions and More. Chicago: The University of Chicago Press.

6. Mavodza, Judith. (2016) Citation Tracking in academic libraries: An Overview. Oxford, UK: Chandos Publishing.

7. Reale, Micelle. (2019) Inquiry and Research: A Relational Approach in the Classroom. American Library Association.

8. Ridley, Diana. (2012). The Literature Review: A Step- by- Step Guide for Students.

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Web Resource

.https://doi.org/10.1016/j.busres.2019.07.039

Third Semester

SREENARAYANAGURU OPEN UNIVERSITY
MASTER OF ARTS IN SANSKRIT
Discipline Core 09

M23SN09DC
दर्शनम् 2 - सांख्यं योगं च
CREDITS: 4

Objectives

- Gain the general v inknowledge of Indian Philosophical System with special reference to Samkhya and Yoga.

- Understand the Samkhya System and its tenets.

- Understand the Yoga system with its special features.

- Appreciate the importance of Samkhya and Yoga in Philosophical tradition.

Course Outcome

- भारतीयदर्शनपद्धतेः सामान्यावगमः, सांख्ययोगयोः विशेषांशानाम् अवगमः च।

- सांख्यप्रक्रियया: सांख्यसिद्धान्तस्य च अवगमः।

- योगदर्शनप्रक्रियायाः विशेषांशानाम् च अवगमः।

COURSE DETAILS

BLOCK 1 : भारतीयदर्शनेषु सांख्ययोगयोः परिचयः।

Unit - 1   भारतीयदर्शनानां सामान्यपरिचयः।

Unit - 2   सांख्यकारिकायाः योगसूत्रस्य च विशेषपरिचयः।

Unit - 3   सांख्यकारिकायाः अवतरणश्लोकाः तत्त्वसंख्या च।

Unit - 4   सांख्यमतरीत्या प्रमाणनिरूपणम्।

BLOCK 2: सांख्यमते तत्त्वनिरूपणम्।(९ - ३८ कारिकाः)

Unit - 1 प्रकृतितत्त्वस्य निरूपणम् ।

Unit - 2 पुरुषतत्त्वस्य निरूपणम् ।

Unit - 3 सृष्टिनिरूपणं त्रिगुणनिरूपणं च ।

Unit - 4 इन्द्रियाणां निरूपणम्।

BLOCK 3 : सांख्यमते कैवल्यप्रक्रिया । (39 - 73)

Unit - 1 सांख्यमते लिङ्गसर्गः ।

Unit - 2 सांख्यमते भावानां निरूपणम् ।

Unit - 3 सांख्यमते संसारनिरूपणम् ।

Unit - 4 सांख्यमते कैवल्यस्य निरूपणम् ।

BLOCK 4 : योगदर्शनम् ।

Unit - 1 योगसूत्रे प्रथमोऽध्यायः 1 - 32 सूत्राणि

Unit - 2 योगसूत्रे प्रथमोऽध्यायः 33 - 51 सूत्राणि , द्वितीयोऽध्यायः 1 -11 सूत्राणि च ।

Unit - 3 योगसूत्रे द्वितीयोऽध्यायः 12 - 39 सूत्राणि

Unit - 4 योगसूत्रे द्वितीयोऽध्यायः 40 - 55 सूत्राणि , तृतीयोऽध्यायः 1 - 15 सूत्राणि च ।

Reference

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Web Resources

1. https://archive.org

2. Detailed PatanjalYogasutras with pictures
   YouTube: The Sanskrit Channel

3. Complete Patanjali Yoga Sutras Chant
   YouTube: The Sanskrit Channel

SREENARAYANAGURU OPEN UNIVERSITY
MASTER OF ARTS IN SANSKRIT
Discipline Core 10

M23SN10DC
दर्शनम् 3 - वेदान्तः मीमांसा च
CREDITS: 4

Objectives

- वेदान्तसारानुसारेण वेदान्ततत्त्वानां अवबोधनाय ।

- पूर्वमीमांसायाः तत्त्वावबोधनाय ।

Course Outcome

- वेदान्तमीमांसतत्त्वानां अवगमनाय प्रभवति।

- जीवने दार्शनिकज्ञानं लभते।

- आत्मज्ञानं प्राप्नोति ।

COURSE DETAILS

BLOCK 1 : Vedantasara - text, author, concepts

Unit - 1   अध्यारोपापवादन्यायः ।

Unit - 2   अनुबन्धचतुष्टयः ।

Unit - 3   अज्ञानसृष्टिकर्म ।

Unit - 4   पञ्चीकरणम् ।

BLOCK 2 : Vedantasara - Concepts

Unit - 1   पुत्रस्य आत्मत्वनिरासः।

Unit - 2   महावाक्यनिरूपणम् ।

Unit - 3   षड्विधतात्पर्यनिर्णायकलिङ्गानि।

Unit - 4   समाधिः जीवन्मुक्तः च ।

BLOCK 3 : Arthasangraha - Text, author, Concepts

Unit - 1   अर्थसंग्रहग्रन्थस्य सामान्यपरिचयः।

Unit - 2   धर्मलक्षणम् ।

Unit - 3   भावना ।

Unit - 4   चतुर्विधविधयः सोदाहरणम् ।

BLOCK 4 : Arthasangraha - Concepts

Unit - 1   मन्त्रः।

Unit - 2   नामधेयः।

Unit - 3   निषेधः।

Unit - 4   अर्थवादः।

Reference

1. श्री सदानन्द प्रणीतः वेदान्तसारः - सारबोधिनी विमला संस्कृत - हिन्दी व्याख्योपेतः। डा. गजानन शास्त्री मुसलगावकर, चौखंबा कृष्णदास अकादमी, वाराणसी, 2011.

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Chawkhamba Surbharti Prakashan, Varanasi.

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7. Arthsangraha of Dr. J. Dheebo with English commentary, Chawkhamba Amarbharati Prakashan, Varanasi.

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SREENARAYANAGURU OPEN UNIVERSITY
MASTER OF ARTS IN SANSKRIT
Discipline Specific Elective 01

M23SN01DE
धर्मशास्त्रम् अर्थशास्त्रं च
CREDITS: 4

Objectives

- **धर्मशास्त्रं प्रति सामान्यपरिचयः लभते ।**

- याज्ञवल्क्यस्मृतेः स्वीकृतपाठभागपठनेन सविशेषज्ञानं लभते ।

- कौटिल्यस्य अर्थशास्त्रपठनेन भारतीयराजनैतिकपरम्परायाः ज्ञानं प्राप्नोति।

- अर्थशास्त्रस्य ज्ञानं लभते ।

- अर्थशास्त्रे विनयाधिकारिकापठनेन सविशेषज्ञानं लभते ।

Course Outcome

- धर्मशास्त्रावगमनम् ।

- याज्ञवल्क्यस्मृतिज्ञानम् ।

- अर्थशास्त्रग्रन्थपरिचयः ।

- पौराणिकभारतस्य राजनैतिकं तथा नीतिशास्त्रं प्रति सामान्यपरिचयः।

COURSE DETAILS

Block 1 : धर्मशास्त्रं याज्ञवल्क्यस्मृतिश्च

Unit - 1   धर्मसूत्रं स्मृतिं च अधिकृत्य सामान्यपठनम् ।

Unit - 2   याज्ञवल्क्यस्मृतेः सामान्यपरिचयः ।

Unit - 3   व्यवहाराध्यायः साधारणव्यवहारमातृकाप्रकरणम् ।(द्वितीयोऽध्यायः 1 - 8

श्लोकाः)

Unit - 4   व्यवहाराध्यायः असाधारणव्यवहारमातृकाप्रकरणम् । (द्वितीयोऽध्यायः 9 - 36

श्लोकाः)

Block 2 : याज्ञवल्क्यस्मृतेः सविशेषाध्ययनम्

Unit - 1   व्यवहाराध्यायः ऋणादानप्रकरणम्। (द्वितीयोऽध्यायः 37 - 50 श्लोकाः)

Unit - 2   व्यवहाराध्यायः ऋणादानप्रकरणम् । (द्वितीयोऽध्यायः 51 - 63 श्लोकाः)

Block 3 : अर्थशास्त्रे विनयाधिकारिका भागः 1

Unit - 1   अर्थशास्त्रस्य सामान्यपरिचयः।

Unit - 2   विनयाधिकारिकायाः सामान्यपरिचयः।

Unit - 3   विनयाधिकारिकायाः सविशेषाध्ययनम् । (अध्यायः 1 - 3)

Unit - 4   विनयाधिकारिकायाः सविशेषाध्ययनम् । (अध्यायः 4 - 8)

Block 4 : अर्थशास्त्रे विनयाधिकारिका भागः 2

Unit - 1   विनयाधिकारिकायाः सविशेषाध्ययनम् । (अध्यायः 9 - 11)

Unit - 2   विनयाधिकारिकायाः सविशेषाध्ययनम् । (अध्यायः 12 - 14)

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1. *Arthaśāstra* of Kautilya – Vinayādhikārika.

2. *Yājnavalkya Smṛti* – Prescribed portions

3. *The Kauṭilīya Arthaśāstra*, R. P. Kangle (All the three Volumes)

4. *Current Readings in Arthasastra*, Ed. C. Rajendran, University of Calicut, 2008

5. *Science and Technology as Reflected in Arthaśāstra*, P. V. Narayanan, University of Calicut, 2008.

6. *Hinduism and Law: An Introduction*, Timothy Lubin et. al, Cambridge University Press, 2010.

7. History of Dharmasasta, P. V. Kane.

8. Studies in Hindu Law and *Dharmaśāstra,* Ludo rocher, anthem Press, 2014.

SREENARAYANAGURU OPEN UNIVERSITY
MASTER OF ARTS IN SANSKRIT
Discipline Specific Elective 02

M23SN02DE
SCIENTIFIC HERITAGE OF SANSKRIT
CREDITS : 4

Objectives

- Acquiring general awareness of the scientific and technical literature in Sanskrit.

- Acquainting with major texts in the fields of Indian Mathematics and Astronomy.

- Acquainting with the texts on Ayurveda.

- Awareness of the major concepts in Ayurveda, Indian Architecture and Iconography.

- Gaining general awareness of the contributions made by Kerala School of Mathematics.

- Acquainting with the significant Indian thought streams of Jurisprudence, Musicology and Environmental and Ecological equilibrium.

Learning Outcome

- Develop an appreciation for the contribution of scientific and technical literature in Sanskrit in the context of wider scientific discourse.

- Familiarisation with the literature pertaining to the Indian scientific advancements.

- Understand the evolution of scientific thought through the history of scientific literature in Sanskrit.

- Develop an understanding of specific contributions in the fields of Mathematics, Astronomy, Ayurveda, Architecture, Music, Jurisprudence etc.

COURSE DETAILS

Block 1 : Mathematics and Astronomy in India

Unit - 1   General study of Mathematical literature in Sanskrit.

Unit - 2   Development of Astronomy in India.

Unit - 3   The contributions of Kerala School.

Unit - 4   Major concepts and anticipations.

Block 2 : Development of Ayurveda in India

Unit - 1   General Study on major works in Ayurveda.

Unit - 2   Major Concepts in Ayurveda

Unit - 3   Kerala tradition of Ayurveda.

Unit - 4   Major translated works in Malayalam from Sanskrit on Ayurveda

Block 3 : Indian Architecture, Iconography and Musicology

Unit - 1   General study of the major works on Indian Architecture

Unit - 2   Concepts and studies relating to Indian Iconography.

Unit - 3   General views on Musicology In India.

Block 4 : Jurisprudence and Environmental studies in India

Unit - 1   General Study of Jurisprudence reflected in Sanskrit Literature

Unit - 2   Basic study judiciary in ancient India.

Unit - 3   General awareness of thoughts on Ecology in Sanskrit works.

References

1. *Technical Literature in Sanskrit,* S. Venkatasubramonia Iyer, University of Kerala, 2009.
2. *Indian Scientific Traditions,* NVP Unithiri, University of Calicut, 2006.
3. *Kerala School of Mathematics: Trajectories and Impact*, N. K.Sundareswaran, Ganga books, Calicut, 2014.
4. *A Concise History of Science in India,* D. M. Bose et. al., INSA, New Delhi, 1976.
5. *The Legacy of Caraka,* M. S. Valliathan, 2003.
6. *The Legacy of Susrutha,* M. S. Valliathan, 2007.
7. *Sanskrit in Technological age,* P. C. Muraleemadhavan & N. K.Sundareswaran, NewBharatiya Book Corporation, New Delhi, 2007.

SREENARAYANAGURU OPEN UNIVERSITY
MASTER OF ARTS IN SANSKRIT
Discipline Specific Elective 03

M23SN03DE
व्याकरणदर्शनम्
CREDITS : 4

Objectives

- शब्दानुशासनप्रयोजनज्ञानम् ।

- शब्दब्रह्मतत्त्वविचारः ।

- शब्दतत्त्वपरिचयः ।

- शब्दानुशासनस्य इति कर्तव्यताज्ञानम् ।

Course Outcome

- व्याकरणद्वारा धर्मनियमस्य परिज्ञानम् ।

- वैदिकलौकिकसंस्कृतभेदज्ञानम् ।

- शब्द-वर्ण-व्याकरणादिसंज्ञानां विवेकः ।

- कारिकावार्तिकानां हृदिस्थं ज्ञानम् ।

- व्याकरणे व्याख्यानपरम्परायाः परिचयः ।

COURSE DETAILS

Block 1 : महाभाष्यम् 1

Unit - 1   संस्कृतव्याकरणे महाभाष्यस्य प्राधान्यम् ।

Unit - 2   व्याकरणशास्त्रे वाक्यपदीयस्य स्थानम् ।

Unit - 3   पतञ्जलिः भर्तृहरिश्च ।

Unit - 4   शास्त्रारंभप्रतिज्ञा ।

Block 2 : महाभाष्यम् 2

Unit - 1   शब्दनिर्णयाधिकरणम् ।

Unit - 2   शब्दानुशासनप्रयोजनम् ।

Unit - 3   शाब्दोपदेशः।

Unit - 4   व्याकरणपदार्थविचारः।

Block 3 : वाक्यपदीयम् 1

Unit - 1   शब्दब्रह्मस्वरूपम् ।

Unit - 2   शब्दब्रह्मप्राप्तये उपायः ।

Unit - 3   शब्दशास्त्रस्य महत्त्वम्।

Unit - 4   शब्दार्थसंबन्धम्।

Block 4 : वाक्यपदीयम् 2

Unit - 1   आगमस्य प्रामाण्यम् ।

Unit - 2   आगमप्रमाणस्य श्रेष्ठत्वम् ।

Unit - 3   शाब्दभेदाः शब्दे अनेकधर्मारोपश्च।

Unit - 4   शाब्दबोधकत्वकथनम् ।

Reference
    1. Mahabhasya of Patanjali and Vakyapadiya of Bhartrhari

2. श्रीमन्महर्षिपतञ्जलिविनिर्मितं व्याकरणमहाभाष्यम् (प्रदीपोद्योतसहितम्) प्रथमखण्डः, चौखम्बा संस्कृतप्रतिष्ठान्, दिल्ली, 1992.

3. महाभाष्यार्थदीपिका (नवाह्निकान्तः), प्रथमो भागः, प्रो. कृष्णकुमारः, चिन्मय इन्टर्नाषणल् फौण्डेषन्, शोधसंस्थान्, केरलम्, 2015.

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5. वाक्यपदीयम् (ब्रह्मकाण्डम्) व्याख्याद्वयोपेतम्, पद्मश्री पण्डितरघुनाथशर्मा, सम्पूर्णानन्दविश्वविद्यालयः, वारणासी, 1988

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Web Resources:

www.archive.org

www.epustakalaya.com

SREENARAYANAGURU OPEN UNIVERSITY
MASTER OF ARTS IN SANSKRIT
Discipline Specific Elective 04

M23SN04DE
INDIAN PHILOSOPHY
CREDITS: 4

Objectives

- To make students understand the textual tradition of Indian philosophical systems.
- To familiarize the conceptual peculiarities in a system on the basis of its overall conceptual structure.

Course Outcome

- Understand the Indian philosophical systems in a comprehensive and in depth manner.

COURSE DETAILS

Block 1: Background, sources and approaches for Indian philosophical Studies

Unit - 1 System based- Concept based- Interdisciplinary Studies

Unit - 2 Divisions of Indian philosophical Systems - Sub schools within Vedanta, Mimamsa and Bauddha.

Unit - 3 Sutra- Bhasya-Vartika- Prakarana-Vadagranthas- Methodological nuances

Block 2: Epistemology

Unit - 1 Prama and Pramana(All the major systems)

Unit - 2 Divisions of Pramana(All the major Systems

Unit - 3 Sravana, Manana and Nididhyasana

Unit - 4 Theories of error (Khyativada) – Saptabhanginaya of Jaina school.

Block 3: Ontology and Metaphysics

Unit - 1 Theories on creation/ Causal theories- Satkaryavada-Asatkaryavada- Arambhavada-Vivartavada-Pratityasamudpada.

Unit - 2 Ontological categories in Samkhya and Nyaya- Jaina-Charvaka

Unit - 3   Brahman –Swarupalaksana and Tatasthalaksanana- Purusha in Samkhya –Atman in Nyaya

Unit - 4   Iswara and Jiva (Vedanta, Yoga and Nyaya)

Block 4: Ethical approaches

Unit - 1   Advaita Ethics- Ethics as prerequisite for self realization- Jnana, Karma and Bhakti yogas in Bhagavad Gita., Ethical dimension of the concept of oneness.

Unit - 2   Ashtangayoga in Yoga philosophy - holistic disciplining of mind and body.

Unit - 3   Boudha and Jaina Ethics - Ashtangamarga - Four Noble Truths - Panchamahavrita

Reference

1. Satish Chandra Chatterjiand Dhirendra Mohan Datta, An Introduction to Indian Philosophy, Rupa Publications, New Delhi, 2007.
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SREENARAYANAGURU OPEN UNIVERSITY
MASTER OF ARTS
Skill Enhancement Course

M23SN01SE
THEATRE STUDIES
CREDITS: 2

Objectives

- The course aims to make aware of the origin and development of Sanskrit Theatre in Kerala and Appreciate the ancient Indian tradition of theatre.
- The course is to also understand the vast literary heritage of Sanskrit Literature in General.

Course Outcomes:

- To understand the origin and development of dramas in Sanskrit.
- Analyse the social and cultural perspectives of Sanskrit Theatre of Kerala.
- Understand performance of Kutiyattam, pakarnattam,and the episodes played on the stage.
- Comprehend the Aesthetic values reflected in Kerala Sanskrit theatre and compare them with modern perspectives.
- Understand the important instruments used in connection with Kutiyattam
- Appreciate ethical, social and cultural values of Kerala Sanskrit Theatre

BLOCK 1: The history of performance in India

Unit - 1   A General Study of Ancient Indian Theatre.

Unit - 2   Introduction To Sanskrit Theatre

Unit - 3   Bharata's Natyasastra

Unit - 4   Abhinavagupta – Sarngadhara –Abhinayadarpana– Hastalaksana

Dipika–Balaramabharata - Kerala Theatre

Block 2 : Rituals and Performance Conventions

Unit - 1   Rituals - Music - Dance

Unit - 2   Kathakali - Astapadiyattam - Mohiniyattam - Chakyarkuttu -Kutiyattam

Unit - 3   Krsnanattam -krsnagiti

Unit - 4   Eight Episodes in Krisnanattam

Reference

1.Rachel Van M Bauner, James. R. Brandon , Sanskrit Drama in Performance

2. K.P.Narayana Pisharodi, Kuthampalangalilude

3. C . Rajendran Ed , Living traditions of Natyasastra

4.C.Rajendran , The Traditional Sanskrit theatre of kerala

5. Mani Madhava Chakyar, Natyakalpadrumam

6. K.Kunjunni Raja, An Introduction to Kuttiyattam

7.Govardhan Panchal, The Theatre of Bharata and some aspects of Sanskrit play
   Production

8. A. Berriedale Keith , The Sanskrit Drama in its origin, development theory and
   Practice

9. Dr. K.G.Poulose , Kuttiyattam

10. Farley Richmond, Kuttiyatta, the Sanskrit theatre of India.

SREENARAYANAGURU OPEN UNIVERSITY

MASTER OF ARTS

M23SN01IN

Internship

CREDITS: 2

Guidelines

The University shall have a course of Internship for the Post Graduate programme.

Objective

To provide first-hand experience on a job profile in an organisation through a well-defined format of professional engagement.

Content

The course prescribes two calendar weeks engagement in an organisation for a dedicated task related to any of the job profile defined by the organisation. The internship envisages enhancing the learners' employability and developing research aptitude.

Length of the Course

- The course of the Internship requires the engagement of the learner at least for a period of 2 weeks for this purpose.
- The engagement shall be in an approved institution outside the ambit of the University or it can be a normal field centric enquiry carried under supervision.

Identification of the centre for engagement

- Learners are encouraged to identify the institution where they wish to undergo internship.
- Learners shall use their relationship with the institution and seek for approval.
- Learners shall obtain formal permission from the institution and the University shall facilitate this process through individual recommendation to the institution on the request of the learner.
- Learners shall notify the coordinator of the respective Learner Support centres, their interest in pursuing Internship as a course of study.
- Subsequent to the permission, the learner shall in consultation with the Head of the Institute/Company develop a timetable for the engagement.
- The time table duly signed by the Head of the Institute/Company in the prescribed format must be produced to the coordinator of the respective Learner Support Centre for onward transmission to the Regional Centre/ University as the case may be.
- The learners shall prepare a work plan in the prescribed format for each hour of engagement with the details of the engagement in advance, and that will be submitted to the Learner Support Centre at the end of the internship with the signature of the Head of the Institute/Company.

- The learner is to develop a personal introspection in the prescribed format on the engagement in English/ Sanskrit in an A4 bond paper limited to a maximum of 5 sheets.
- The learners at the end of the course shall be required to submit the following document to the Coordinator Learner Support Centre.
  1. Letter of permission of the Head of the Institute/Company
  2. Time table duly signed by the Head of the Institute/Company.
  3. Work plan signed by the Head of the Institute/Company.
  4. Personal introspection note on work experience
  5. Attendance sheet in the prescribed format
  6. Performance appraisal in prescribed format

Assessment

The course shall have 2 components of assessment, internal and external in the ratio of 30:70.

Internal Assessment

The learners for this course shall continuously be evaluated by the Head of the Institute/Company of the Institution and the mark list shall be submitted in the prescribed format in a sealed cover to the Learner Support Centre/Regional Centre as the case may be. Internship shall consider promptness, aptitude, discipline and personal management.

External Assessment

The documents submitted by the learners known as internship diary shall be tagged for external evaluation. The marks awarded under this head shall be added to the internal marks making a total for the whole course.

Variation

If there is a variation in the percentage of the internal and the external valuation, the learners shall be awarded the average percentage of the 2 marks for the lowest assessment grade.

Grievances

Learners shall lodge their complaints, if any, to the respective LSC Coordinator and it shall be processed as per the general rules of the grievances redressed mechanism.

Sreenarayanaguru Open University	
Time Table	
Name of the Learner :	
Enrollment No. :	
Programme :	
Name of the Course :	
Name of the Institution:	
Engagement Details	
Day	**Time**

Date: **Signature of the Reporting Officer**

Sreenarayanaguru Open University	
Work Plan	
Name of the Learner :	
Enrollment No. :	
Programme :	
Name of the Course :	
Name of the Institution :	
Date	**Details of work**

Date: **Signature of the Learner**

Counter Signature of the Reporting officer

Sreenarayanaguru Open University
Attendance Certificate
Name of the Learner   :
Enrollment No.   :
Programme   :
Name of the Course   :
Name of the Institution:

Details of attendance

This is to certify that the learner attended the office/ work station, the details of which are given below and his/her conduct and character were good.

Date	Time of engagement

Date: **Signature of the Reporting Officer**

Sreenarayanaguru Open University
Performance Appraisal
Name of the Learner   :
Enrollment No.   :
Programme   :
Name of the Course   :
Name of the Institute/ Company   :
Performance indices Please write your reflection in sentences against each index shown below. You need not enter marks in the performance sheet. **Promptness:** **Aptitude:** **Discipline:** **Personal management:** *I certify that the particulars given above are my reflections on the engagements of ……………………… (Name of the learner who worked under my supervision).*

Date: **Signature of the Reporting Officer**

Face Sheet for Work Diary

Sreenarayanaguru Open University, Kollam

Internship Diary submitted in partial fulfilment of the requirements of the Post Graduate programme in Sanskrit

By

Name of the learner.……………………………………………

Enrollment No……………………………………………………….

Submitted in the month of …………………..…………………

Inside Sheet

Sreenarayanaguru Open University, Kollam

Declaration

I…………………………………., Learner with Enrolment No…………………………… declare that the report presented is the outcome of my introspection on the engagement for the course on internship in partial fulfilment of the requirements of the Post Graduate programme in Sanskrit. It is also informed that the text in the report has been written by me without any external support.

Date   **Signature of the learner**

I ………………………..…….. of ……………………………….. (Name of the Institute/Company) endorse the above declaration.

Date   **Name and Signature of the**

                                                                                                     Reporting Officer

MASTER OF ARTS

M23SN01FW

Field Work

CREDITS: 2

Guidelines

The University shall have a course of Field Work for the Post Graduate programmes.

Objective

To provide hands-on experience to learners on development, deployment and presentation of an academic theme through a structured field work under the supervision of faculty/academic counsellors/ external experts approved by the University.

Content

The course envisages submission of a report at the end of the course in 20 to25 A4 pages in the prescribed template duly signed by the academic counsellor, as an outcome of the field work of 2 weeks duration. It may be an enquiry or a review or an analysis or description under an identified topic.

Length of the Course

- The course of Field work requires the engagement of the learner at least for a period of 2 weeks for this purpose.
- The engagement shall be in an approved institution outside the ambit of the University or it can be a normal field centric enquiry carried under supervision.

Reporting the choice

- Learners need to choose field work as one of the options available, and inform the coordinator of the respective Learner Support Centre in writing in the prescribed proforma in the beginning of the third semester of the programme.

Setting a topic/ area

- Learners shall be encouraged to explore their area of interest before they step into the details of the work.
- Learners shall select a topic in the interested area for study and give it in writing in the prescribed format to the coordinator.

Supervision

- Learners shall be expected to discuss among peers/ academic counsellors/ approved

external experts to arrive at a sensible conclusion.

External Expert

- Learners shall have the right to choose an external expert if they desire so with the approval of the University.
- Request for the approval of an external expert shall be submitted to the University through the coordinator of LSC in the prescribed format with the CV of the proposed person.

Hypothesis

- Learners shall formulate a hypothesis or a set of questions with the help of the academic counsellors before they start the study.
- Learners shall start their work with sensible presumptions about the work to be carried out. It shall be considered as a hypothesis and it shall constitute a part of the study.
- Hypothesis can also assume the format of a set of questions related to the topic.
- Learners shall be encouraged to revise this hypothesis through discussions with peer learners, counsellors or any other person of value for this purpose.
- Learnersshall analyse patterns and observe information of relevance under the topic. A hypothesis shall appear as broad guidelines for the learners to go further.

Collection of data through Field work

- Learners after having a decision over the topic and hypothesis shall draw up a plan for collection of data. It may be through direct engagement with the sources of data or getting themselves engaged under the directives of some agency/persons in the field.
- Learners shall submit the details of the field work in the prescribed proforma to the coordinator of the respective LSC with the counter signature of the academic counsellor.

Reporting

- Learners shall upon the completion of the field work, present, describe and explain the outcome of their field work for the topic already identified.
- Learners shall comply with the submission of a diary of field work in the prescribed format with the counter signature of the counsellors within a month after the completion of the field work.
- A diary of Field work shall have the following components:
  1. Details of Field work in the prescribed format duly signed by the academic counsellor/ external expert.
  2. Hypothesis developed by the learner and duly signed by the counsellor/expert.
  3. Attendance sheet in the prescribed format.
  4. Field study report in the format given below
- A report should have 20 to 25 pages in A4 size bond paper. It shall be in English or in Sanskrit.
- It shall include an introduction, hypothesis, discussion and conclusion.
- It shall include Graphs, charts, flow diagrams etc. wherever necessary.
- Learners shall present their findings at the end of the narrative, the purpose of which shall be to validate the hypothesis.
- The last part of the report shall have a list of references if any.
- A face sheet and inside page in the prescribed format.
- The report shall fall below plagiarism level approved by the University.

Assessment

The course shall have 2 components of assessment, internal and external in the ratio of 30:70.

Internal Assessment

The learners for this course shall continuously be evaluated by the Academic counsellors/ external expert and the mark list in the prescribed format in a sealed cover to the Learner Support Centre/Regional Centre as the case may be. Internal assessment shall consider promptness, sharpness and critical thinking ability of learners.

External Assessment

The documents submitted by the learners known as field work diary shall be tagged for external evaluation. The marks awarded under this head shall be added to the internal marks making a total for the whole course.

Variation

If there is a variation in the percentage of internal and external valuation the learners shall be awarded the average percentage of the 2 marks for the lowest assessment grade.

Grievances

Learners shall lodge their complaints, if any, to the respective LSC Coordinator and it shall be processed as per the general rules of the grievances redressed mechanism.

Sreenarayanaguru Open University
Reporting the Choice of Field Work
Name of the Learner   :
Enrollment No   :
Programme   :
I hereby opt for the course for Field Work for the third semester of the programme.

Date: **Signature of the Learner**

Sreenarayanaguru Open University
Request for an External Expert for Field Work
Name of the Learner :
Enrollment No :
Programme :
Name of the External Expert:
Designation of the External Expert:
Please attach the consent letter of the External Expert and a copy of CV.

Date: **Signature of the Learner**

Sreenarayanaguru Open University
Details of Field Work

Name of the Learner	:	
Enrollment No	:	
Programme	:	

Date of engagement	Location	Work carried out

Date: **Signature of the Learner**

Counter Signature of External Expert/ Counsellor

Face Sheet for Diary

Sreenarayanaguru Open University, Kollam

Field Work Diary submitted in partial fulfilment of the requirements of the Post Graduate programme in Sanskrit

By

Name of learner.……………………………………………

Roll No…………………………………………………….

Submitted in the month of ……………………………

Inside Sheet

Sreenarayanaguru Open University, Kollam

Declaration

I………………………………………, Learner with Enrollment No…………………………………… declare that the report presented is the outcome of my engagement for the course on Field Work in partial fulfilment of the requirements of the Post Graduate programme in Sanskrit. It is also informed that the text in the report has been written by me without any external support.

Date   **Signature of the learner**

I ……………………..…….. of ……………………………….. (Name of the Institution) endorse the above declaration.

Date   **Name and Signature of the**

                                                                                              Counsellor/ External Expert

SREENARAYANAGURU OPEN UNIVERSITY

MASTER OF ARTS

M23SN01TA
Teaching Assignment
CREDITS: 2

Guidelines

The University shall have a course of Teaching Assignment for the Post Graduate programme.

Objective

The main objective of this course is to expose the learner population to the grammar of teaching practice through direct engagement with the learner population. At the end of the course, the learners are expected to realise their suitability for teaching, and also improve their skill in teaching.

Content

The course on teaching assignment is expected to be undertaken in an affiliated college/ Cooperative institution/specialised teaching institutions in the state of Kerala. The course requires that the learners shall complete 20 hrs of teaching assignments in the chosen institution for students for pursuing UnderGraduate programme in the respective discipline. The teaching engagement shall spread over the respective semester of the programme and the learners shall complete the requirements before the termination of the semester. The course requires that the learners shall devote their attention to this task so that they get to experience teaching as a unique mode of dialogue.

Steps to be taken

1. Learner shall identify the institution where they wish to practise teaching.
2. Learner shall use his relationship with the institution and seek for approval.
3. Learners shall obtain formal permission from the Head of the Institution and the University shall facilitate this process through individual recommendation to the institute on request of the learner.
4. A learner shall notify the coordinator of the respective Learner Support centres, their

interest in pursuing teaching assignment as a course of study.

5. Subsequent to the permission, the learner shall in consultation with the Head of the Department develop a timetable for the engagement.

6. The time table duly signed by the Head of the Department of the institution in the prescribed format must be produced to the coordinator of the respective Learner Support Centre for onward transmission to Regional Centre/ University as the case may be.

7. The learners shall prepare a lesson plan in the prescribed format for each hour of engagement with the details of the topic, content etc. in advance, and that will be submitted to the Learner Support Centre at the end of the teaching session with the signature of the Head of the Department.

8. The learner shall be required to conduct an assessment test for the students in the class at the end of the teaching sessions and the mark list duly signed by the Head of the Department must be submitted at the end of the teaching session.

9. The learner is to develop a personal introspection in the prescribed format on the engagement in English/ Sanskrit in an A4 bond paper limited to a maximum of 5 sheets.

10. The learners at the end of the course shall be required to submit the following document to the Coordinator Learner Support Centre.

    1. Letter of permission of the Head of the Institution.
    2. Time table duly signed by the Head of the department.
    3. Lesson plan signed by the Head of the department.
    4. Personal introspection note on teaching experience.
    5. Assessment sheets counter signed by the Head of the department.
    6. Attendance sheet in the prescribed format.

Assessment

The course shall have 2 components of assessment, internal and external in the ratio of 30:70.

Internal Assessment

The learners for this course shall continuously be evaluated by the Head of the Department of the Institution and the HoD shall submit the mark list in the prescribed format in a sealed cover to the Learner Support Centre/Regional Centre as the case may be. Internal assessment shall consider promptness, aptitude, discipline and personal management.

External Assessment

The documents submitted by the learners known as teaching diary shall be tagged for external evaluation. The marks awarded under this head shall be added to the internal marks making a total for the whole course.

Variation

If there is a variation in the percentage of internal and external valuation, the learners shall be awarded the average percentage of the 2 marks for the lowest assessment grade.

Grievances

Learners shall lodge their complaints, if any, to the respective LSC Coordinator and it shall be processed as per the general rules of the grievances redressed mechanism.

Sreenarayanaguru Open University		
Time Table		
Name of the Learner :		
Enrolment No :		
Programme :		
Name of the Course :		
Name of the Institution:		
Engagement Details		
Class	**Day**	**Time**

Date: **Signature of the HoD of the Institution**

Sreenarayanaguru Open University	
Lesson Plan	
Name of the Learner :	
Enrolment No :	
Programme :	
Name of the Course :	
Name of the Institution:	
Details of classroom engagement	
Class and date	**The topic and the content to be handled in detail**

Date: **Signature of the Learner**

Sreenarayanaguru Open University
Attendance Certificate
Name of the Learner   :
Enrolment No   :
Programme   :
Name of the Course   :
Name of the Institution:

Details of attendance

This is to certify that the learner engaged the classes, the details of which are given below and his/her conduct and character were good.

Date	Class	No. of hours

Date: **Signature of the Head of the Department**

Sreenarayanaguru Open University
Personal introspection Note
Name of the Learner   :
Enrolment No   :
Programme   :
Name of the Course   :
Name of the Institution:
Write below a narrative in English/ Malayalam about your personal experience with teaching engagement not exceeding 5 A4 size bond papers.

Date: **Signature of the Learner**

Fourth Semester

SREENARAYANAGURU OPEN UNIVERSITY
MASTER OF ARTS IN SANSKRIT
Discipline Core 11

M23SN11DC
काव्यशास्त्रम् 2
CREDITS: 4

Objectives

- संस्कृतसाहित्यशास्त्रावबोधः।

- आनन्दवर्धनाभिनवगुप्तयोः कुन्तकस्य च परिचयः।

- ध्वनितत्त्वावबोधः।

- वक्रोक्तितत्त्वावबोधः।

Course Outcome

- साहित्यशास्त्रस्य अवबोधनाय प्रभवति।

- संस्कृतकाव्यशास्त्रकाराणां परिचयाय प्रभवति।

- ध्वनितत्त्वविज्ञानाय ।

- वक्रोक्तितत्त्वावबोधाय ।

COURSE DETAILS

BLOCK 1 : साहित्यशास्त्रसामान्यपरिचयः।

Unit - 1   भरतस्य नाट्यशास्त्रम् - रसाध्यायस्य विषयाः - अभिनवभारतीव्याख्यायाः

प्राधान्यम्

                        - भामहस्य   काव्यालङ्कारः - दण्डिनः काव्यादर्शः - वामनस्य

काव्यालङ्कारसूत्रवृत्तिः -

उद्भटस्य काव्यालङ्कारः - भट्टनायकः।

Unit - 2   आनन्दवर्धनस्य परिचयः। तस्य कृतयः - ध्वन्यालोकः - देवीशतकम् -
विषमबाणलीला

        - अर्जुनदेवचरितम् - तस्य दर्शनम्।

Unit - 3   ध्वन्यालोकग्रन्थपरिचयः - चत्वारः उद्योताः- लोचनव्याख्या - अभिनवगुप्तः
-अन्यानि

        व्याख्यानानि।

Unit - 4   कुन्तकाचार्यपरिचयः - वक्रोक्तिजीवितम् - ग्रन्थविभागाः - वक्रोक्तिजीविते
प्रस्ततुाः

        विषयाः।

BLOCK 2 : ध्वन्यालोकप्रथमोद्योतः

Unit - 1   ध्वन्यभावनिरूपणपर्यन्तम् - आदितः अभाववादानां निरूपणपर्यन्तम्।

Unit - 2   वाच्यात् व्यतिरिक्तस्य व्यङ्ग्यस्य सद्भावप्राधान्यकथनम्।

Unit - 3   ध्वनिलक्षणकारिकानिरूपणम्।

Unit - 4   भाक्तवादनिरूपणं खण्डनम् च।

BLOCK 3 : ध्वन्यालोकद्वितीयोद्योतः

Unit - 1   ध्वनिभेदाः - लक्षणामूलध्वनिः - अविवक्षितवाच्यध्वनिः - तस्य भेदद्वयम्,

अभिधामूलध्वनेः विवक्षितान्यपरवाच्यध्वनेः भेदद्वयम्।

Unit - 2   रसध्वनेः अथवा असंलक्ष्यक्रमध्वनेः निरूपणम्, रसवदलङ्कारात् भेदः।

BLOCK 4 : वक्रोक्तिजीविते प्रथमोन्मेषः।

Unit - 1   वक्रतानिरूपणम्।

Unit - 2   पदपूर्वार्धवक्रता भेदाश्च।

Unit - 3   प्रत्ययाश्रयवक्रता, वाक्यवक्रता।

Unit - 4   प्रकरणवक्रता प्रबन्धवक्रता च।

Reference

1. *ध्वन्यालोकः* प्रथमपद्वतीयौ उद्योतौ

2. वक्रोक्तिजीविते प्रथमोन्मेषे वक्रताप्रकारनिरूपणम्

3. *Dhvanyaloka* with *Locana* and *Balapriya,* Chaukhamba Sanskrit Samsthan, Varanasi, 2015

4. *Vakroktijivitam* of Kuntaka, (ed) K.Krishnamurthy, Karnataka University, Dharwad, 1977

5. *Dhvanyaloka* with *Alocanam*, E.V.Damodaran, National Book Stall, Kottayam, 1973

6. *The Dhvanyaloka* of Anandavardhana with Locana of Abhinavagupta, English Translation by Daniel. H. H. Ingalls, Jeffrey Moussaieff, Masson and M V Patwardhan, Harward University Press, Cambridge, London, 1990,

7. *Vakroktijivitam* Mal Trans, Chattanatt Achutanunni, Vallathol Vidyapeetham Edappal,2009

8. *History of Sanskrit Poetics*, P.V.Kane, Motilal Banarsidass, New Delhi, 1987

9. *Dhvanyaloka,* Ed.C.M.Neelakanthan,Cultural Heritage, Hill Palace,Thripunithura, 2011.

10. *Dhvanyaloka* with *Locana* commentary (First Udyota by Chattanath Acyutanunni, Vallathol Vidyapeethom Sukapuram Edappal 2018.

11. 9. *The Dhvanyaloka and Its Critics*, Dr. K Krishnamoorti, Kavyalaya Publishers, Mysore, 1968.

SREENARAYANAGURU OPEN UNIVERSITY
MASTER OF ARTS IN SANSKRIT
Discipline Core 12

M23SN12DC
LINGUISTICS
CREDITS : 4

Objectives

The course is intended to familiarize learners with the nature and organization of language. The history of Linguistics and its key concepts are discussed. Topics for Study

Course Outcome

- Understanding of Language Studies (Indian traditions).
- Understanding the Evolution of Sanskrit language.
- Comprehending aspects of Sanskrit grammar from modern linguistic perspective
- Understanding the basic concepts of modern linguistics.
- Developing computer skills in NLP.

COURSE DETAILS
BLOCK 1 : Comparative Linguistics

Unit - 1   India's Contribution to Linguistics

Unit - 2   Indo-European family

Unit - 3   Centum and Satam groups

Unit - 4   Dialects and cognate languages

BLOCK 2 : Phonology and Phonetics

Unit - 1   Speech mechanism ,classification of sounds

Unit - 2   Phonetic changes

Unit - 3   Phonetic laws

Unit - 4   Analogy

BLOCK 3 : Morphology and Semantics

Unit - 1   Morphology :Primary and secondary suffixes

Unit - 2   Compounds - Classification - characteristics - Paninian scheme of
compound classification

Unit - 3   Declension, Syncretism, Declensional Contamination, Case forms

Unit - 4   Semantic Changes, Specialisation, Generalisation, Transference, Pejoration,
Melioration, causes of semantic Change

BLOCK 4 : Recent Trends in Linguistics

Unit - 1   Structuralism, langue-parole, Synchronic and Diachronic linguistics

Unit - 2   Transformational Generative Grammar

Unit - 3   Computational Linguistics

Unit - 4   Sociolinguistics

Reference

1. *An Introduction to Sanskrit Linguistics- Comparative and Historical*, SrimanNarayana Murthi. D.K. Publishers, Delhi, 1984.

2. *Aspects of Language*, E.J. William, Faber & Faber, London, 1953.

3. *Sanskrit Language,* T.Burrow

4. *An Introduction of Comparative Philology*, P.D.Gune

5. *Computational Linguistics an Introduction*, Ralph Grishman, CambridgeUniversity Press, 1999.

6. *Syntactic Structures,* Noam Chomsky, Mouton, Hague, 1957

7. *A Course in General Linguistics*, Ferdinand de Saussure, (trans.) Warde Baskin, London, 1964.

8. *Linguistics*, David Crystal, Cambridge University Press, Cambridge

9. *Papers on Linguistics*, Firht.J.R, Oxford Press, London, 1957.

10. *Language – Its nature, Development and Origin,* Otto Jesperson

11. *A Linguistic Introduction to Sanskrit*, Batakrishna Ghosh

12. *Rajasudha*., K.Kunjiunni raja, Madras Univesity 1982.

13. A Short History of Linguistics, R H Robins.

14. A Course in Modern Linguistics ,Charles F. Hockett A Course in Modern Linguistics.

15. *Critical Studies in the Phonetic Observations of Indian Grammarians,* Siddheswar Varma *Language and Linguistics, An Introduction.* John Lyons.

16. *An Introduction to Psycholinguistics* ,Danny D Steinberg & Natalia V Sciarini

17. *Sociolinguistics: An Introduction to Language and Society,* Peter Trudgill.

SREENARAYANAGURU OPEN UNIVERSITY
MASTER OF ARTS IN SANSKRIT
Discipline Specific Elective 05

M23SN05DE
MANUSCRIPTOLOGY
CREDITS: 4

Objectives

- The course aims at familiarizing the students with the core of writing techniques in ancient India, process of emendation and various methods of preservation of manuscripts.
- The course helps to understand types and format of Inscriptions, the earliest Indian scripts and the development of scripts in North India and South India.
- The course helps to understand the critical recension and critical edition

Course Outcome

- Awareness on Manuscriptology and the major manuscript libraries in India and abroad.

- General awareness on writing techniques in ancient India

- Understanding the preparation of collation sheets and process of emendation.

- Knowing various methods of preservation of manuscripts.

- Study of lower and higher criticism.

COURSE DETAILS

BLOCK 1   Manuscriptology

Unit - 1   History of writing

Unit - 2   Earliest Indian Scripts-Language of Inscriptions

Unit - 3   Development of script in the North India and South india

Unit - 4   Tools and writing materials for manuscripts

BLOCK 2 : Paleography

Unit - 1   Collection of Manuscripts- Cataloguing and Preservation of Manuscripts

Unit - 2   Major Manuscripts Libraries.

Unit - 3   Paleography

Unit - 4   Ancient Indian Scripts

BLOCK 3 : Textual Criticism

Unit - 1   preparation of collation sheets

Unit - 2   process of emendation

Unit - 3   Lower Criticism and Higher criticism

Unit - 4   Necessity of critical edition

BLOCK 4 : Edition

Unit - 1   Scribe and scribal errors

Unit - 2   Cause of errors and and Various readings

Unit - 3   Editing of texts

Unit - 4   Critical Edition

Reference

1. Siva Ganesa Murthy,*Introduction to Manuscriptology*, SaradaPublications, New Delhi, 1996.

2. S.M. Katre, Introduction to Indian Textual Criticism, Bombay, 1941.

3. K.V. Sarma*,Some New Techniques in Collating Manuscripts and Editing Texts*, ,1965.

4. S.R. Sarma*, Writing Materials in Ancient India*, Vivek Publications, Aligarh, 1950

5. R.G. Bhandarkar, Sri Santosh Mookerji ,*The origin of Indian Alphabet,* Silver JubileeVol. III, 1922.

6. Richard Salomon*, Indian Epigraphy*,Oxford University press ,1998

7. Ahmad Hasan Dani ,*Indian Palaeography*, Munshiram Manoharlal Publishers Pvt,Ltd.1986

Discipline Specific Elective 06

M23SN06DE
SANSKRIT IN TRANSLATION
CREDITS: 4

Objectives

- To familiarise with a brief history of translation, its classifications, and its scope
- To understand the theory and practice of translation
- To get knowledge on the basic concept of source language and target language
- To get awareness of the machine translation and its advantages.
- To get knowledge on application of machine translation in Sanskrit.
- To analyse the possibilities and challenges in translation
- To evaluate the translation of a Sanskrit work with its socio-cultural context
- To analyse the original work and its translation in a comparative perspective
- To offer training in translation of literary and non-literary texts and their interpretation

Course Outcome

- Develop an appreciation for translation including its context, applications and nuances
- Understanding how to analyse translations from a technical as well as literary perspective
- Understanding the evolution of translation over time to its current form in the historical context
- Develop an idea about the future applications, methods and possible avenues of growth of translations

COURSE DETAILS
BLOCK 1 Translation - general perspective
Unit - 1 A brief history of translation

Unit - 2 Types of translation-word for word translation-literal translation- free translation- elaborate translation- abridged translation- machine translation

Unit - 3 Translation studies as an emerging discipline

Unit - 4 Problems of equivalence and translatability- source language and target language

BLOCK 2   Sanskrit and translation culture in India

Unit - 1 Translation in India- Indian theories of aesthetics and translation

Unit - 2 Contribution of Western scholars in Sanskrit translation--Sir William Johns (1789)- Charles Wilkinson (1784)- their translations of Sanskrit texts

Unit - 3 Sanskrit prose in translation- problems in translating Kadambari in English- English Translation of Arthasastra,

Unit - 4 Translations of Sanskrit works in other Indian languages

BLOCK 3   Sanskrit in translation to Malayalam

Unit - 1 Possibilities of translation of Sanskrit to Malayalam – General views

Unit - 2   Malayalam translation of Sakuntala by Attur Krishna pisharoti and A R Rajarajavarma - Kalidasa's works translated by Kuttikrishnamarar

BLOCK 4 Scope and practicability of Sanskrit and Machine translation

Unit - 1 Sanskrit and Machine Translation- general awareness

Unit - 2 Approach to machine translation- direct- rule based- corpus based- and knowledge based.

Reference

1. Mini Chandran: "The Practice of Translation in India/ Sahapedia" https://sahapedia.org/ the -practice-of- translation-india, 1st Nov.2016
2. Sri Aurobindo. "On Translating Kalidasa"
3. J C Catford, *A Linguistic Theory of Translation: An Essay in Applied Linguistics*. London: Oxford University Press, 1965
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7. Kautilya. The Arthashastra. Trans L N Rangarajan Penguin Books

8. Devy, G. N. 1995. In Another Tongue; Essays on Indian English Literature

9. Gopinathan, G: Translation, Transcreation and Culture: The Evolving theories of Translation in Hindi and Other Modern Indian Languages. 2000

10. Prabodhachandran V R. Vivartanattinte Bhasasastrabumika. Trivandrum: Bhasha Institute, 1986.

11. Nida.E. The Theory and Practice of Translation. E J BrillLeidn,1974, Towards a Science of Translation, LeidenE J Brill, 1964.

12. "Sanskrit Machine Translation Systems: A Comparative Analysis"- International Journal of Compuer Application (0935- 8887), Volume 136 ,No.1 feb 2016
Siddiqui T. And Tiwary U.S., "Natural Language Processing and Information Retrieval", Oxford University press, 2008

13. Rathod S.G., "Machine Translation of Natural Language using different Approaches: ETSTS (English to Sanskrit Translator and Synthesizer)", International Journal of Computer Applications, Vol 102-No.15, September 2014.

14. Shukla P., Shukla A., "English Speech to Sanskrit Speech (ESSS) using Rule using Rule Based Aparna S. "Sanskrit to English Translator", Language in India, Vol 5(1), Jan 2005..html Translation", International Journal of Computer Applications (0975-8887) Vol 92 – No. 10, Apr 2014.

15. Shashank S., Raghav A., "Sanskrit as a Programming Language and Natural Language Processing", Global Journal of Management and Business Studies (2248-9878), Vol – 3, Number 10 (2013), pp. 1135-1142., Research India Publications.

Web resource

http://www.languageinindia.com/jan2005/aparnasanskrit

Translation Today, online at **http://www.anukriti.net/tt**

SREENARAYANAGURU OPEN UNIVERSITY
MASTER OF ARTS IN SANSKRIT

Skill Enhancement Compulsory Course

M23SN01SC

SCIENTIFIC AND PHILOSOPHICAL HERITAGE OF KERALA

CREDITS: 2

Course Objectives

- Acquaint with the scientific heritage of Kerala
- Aware of the Philosophical depth of Kerala
- Acquainting with the texts on Ayurveda.
- Gaining general awareness of the contributions made by Kerala School of Mathematics.

Learning Outcomes:

A student acquire wisdom in scientific heritage and philosophical heritage of Kerala

COURSE DETAILS

BLOCK 1: Scientific Heritage

Unit 1 :   Scope and relevance of Kerala Scientific heritage studies

Unit 2 :   Ayurveda

Unit 3:   Vastusastra

Unit 4 :   Astronomy and Mathematics

BLOCK 2 : Philosophical Heritage

Unit 1 :   Vedic tradition and Purvamimamsa school of philosophy

Unit 2 :   Lineage of Nyaya philosophy

Unit 3 :   Advaita tradition of Kerala

Unit 4 :   Neo Vedanta, Chattampiswamikal, Brahmanada Sivayogi, Vagbhatananda, Sri Narayanaguru and his contributions.

References

1. K Kunjunni Raja, Contribution of Kerala to Sanskrit Literature. University of Madras, 1980 2.

2. S. Venkatasubramanya Iyer. Kerala Sanskrit Literature a Bibilograhy. Department of Sanskrit, University of Kerala, 1976.

3. DIE Eswaran Nampoothiri. Vedanta Padhathi Kerala Samskrutham Publications, Thiruvananthapuram. 1996

4. Dr. V.Sisupalappanikkar. Vedantadarsanaththin keralathinte sanibhavana, Kerala Bhasha Institute. Thiruvananthapuram. 2019

5. Technical Litarature in Sanskrit. Ed Dr.S. Venkuasubramanya lye: Department of Sanskrit.

6. University of Kerala. Trivandrum.

7. Indian Scientific traditions, Ed Dr. N.VP Unith, University of Calicut 200.

8. Atmopadesasataka of Narayanaguru.

SREENARAYANAGURU OPEN UNIVERSITY

M. A. SANSKRIT LANGUAGE AND LITERATURE

M23SN01DP

Dissertation/Project

CREDITS: 4

Course Objectives

The course has the following objectives:

1. To facilitate learners in creating evidence-based arguments on relevant research
2. To develop the analytical skills of the learner through introduction to new and emerging critical theories and perspectives
3. To enhance the learners' ability to systematically frame and present academic discourses in an efficient manner
4. To equip learners for higher levels of research

Learning Outcomes

Upon completion of this course, the learner will be able to:

1. form and express relevant research questions/problems in their field of study
2. critique and analyse subject matter/texts in light of theoretical frameworks
3. substantiate research findings based on arguments
4. build a creative and critical response to the subject matter/texts
5. achieve proficiency in indexing, citation, and referencing methods

DISSERTATION (SCHOOL OF LANGUAGES)

GENERAL GUIDELINES

1. Learners shall identify a topic from their discipline. However, they can have the freedom to pursue an interdisciplinary/ transdisciplinary approach.

2. The dissertation shall be undertaken under the guidance of a supervising teacher.

3. The dissertation topic shall be selected after discussion with the supervising teacher.

4. The learner must submit a brief synopsis to the supervisor.

5. The synopsis shall provide a brief description of the objectives/aim, scope, relevance of the topic, methodology and limitations of the study.

6. The synopsis shall not be more than 2 pages.

7. The synopsis shall be attached with the final dissertation.

8. The dissertation shall be either handwritten or typed. If handwritten, the specific guidelines pertaining to handwritten dissertation shall be followed.

9. The learners must keep the supervising faculty updated on the progress of the research work.

10. The dissertation must fulfil all the requirements specified in the dissertation guidelines.

11. The dissertation must be submitted on or before the last date notified for submission.

12. The learner must attend a viva voce of the dissertation for the completion of the course.

13. The dissertation will be evaluated on the basis of the following criteria:

      a. Relevance of topic under discussion

      b. Novelty/originality of the topic

      c. Style of presentation

      d. Ability to present and defend dissertation (Viva)

Use of relevant research methodology (including literature review, hypotheses, research questions, and findings)

Format

The Learners should abide by the Specific Guidelines for each Programme in addition to the general guidelines. The University recommends the following general format for M.A. dissertations in Sanskrit Language and Literature:

I.   **The dissertation should be written in Sanskrit or English**
II.   **Recommended Structure:**

1. Title Page (Refer Sample Page)
    a. Name of the University
    b. Dissertation Title
    c. Full name of the Learner
    d. Learner Registration Number
    e. Subject
    f. Years of Study
    g. Name of the Supervising Faculty
    h. Learner Support Centre
    i. Month & Year of Submission
2. Cover Page (Refer Sample Page)
    a. Name of the University
    b. Dissertation Title
    c. Full name of the Learner
    d. Learner Registration Number
    e. Subject
    f. Years of Study
    g. Learner Support Centre
    h. Signature of the Learner

   i. Name and designation of the Supervising Faculty
   j. Signature of the Supervising Faculty
   k. Learner Support Centre
 2.1 Declaration and Certificate
 3. Table of Contents (Refer Sample Page)
 4. Acknowledgement Page
 5. Dissertation Title page
 6. Main Text (5 chapters, including Introduction and Conclusion)
   a. Chapter I: Introduction
   b. Chapter II
   c. Chapter III
   d. Chapter IV
   e. Chapter V: Conclusion
 7. Reference
 8. Appendices (if necessary)

Recommended Total Pages:
Typed dissertation maximum of 20-25 pages

Layout, Formatting, and Printing:

Chapter Headings: Times New Roman, Size 14, Bold, Double Spacing, Centre of Page

Sub-headings: Times New Roman, Size 12, Bold, 1.5 Spacing, Left aligned

Body: Times New Roman, Size 12, 1.5 Spacing, Left aligned

Page Margins of 2.5 cm on each side

Spiral bound, double-sided printing

Citation and Reference:

Latest edition of the MLA Handbook should be followed

Plagiarism

Plagiarised works are strictly discouraged by the University.

Plagiarism

Plagiarised works are strictly discouraged by the University.

Specimen page

DISSERTATION TITLE

In partial fulfilment of the requirement of the degree of

M.A. Sanskrit Language and Literature

Submitted by:

FULL NAME OF THE LEARNER

Learner Registration Number

M.A. Sanskrit Language and Literature

Under the Supervision of:

NAME OF THE SUPERVISOR

SREENARAYANAGURU
OPEN UNIVERSITY

Name of the Learner Support Centre

SCHOOL OF LANGUAGES

SREENARAYANAGURU OPEN UNIVERSITY

KOLLAM

MONTH & YEAR OF SUBMISSION

DISSERTATION TITLE

In partial fulfilment of the requirement of the degree of

M.A. Sanskrit Language and Literature

Submitted by:

FULL NAME OF THE LEARNER

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M.A. Language and Literature

Under the Supervision of:

NAME OF THE SUPERVISOR

SREENARAYANAGURU
OPEN UNIVERSITY

Name of the Learner Support Centre

SCHOOL OF LANGUAGES

SREENARAYANAGURU OPEN UNIVERSITY

KOLLAM

MONTH & YEAR OF SUBMISSION

Cross Border Courses

SREENARAYANAGURU OPEN UNIVERSITY
MASTER OF ARTS IN SANSKRIT
Cross Border Course (ARABIC)

M23AR01CB
ARABIC FOR ALL
CREDITS: 4

Objectives

- To be acquainted with Arabic vocabularies and phrases related to everyday life.
- To develop communication skills for various situations.
- To make the learners able to communicate easily with Arab natives and make cultural exchanges with them.

Course Outcome:

- Develop basic conversational techniques and skills in Arabic.
- Acquire communication skills for various situations.
- To familiarize with Arabic vocabularies and phrases.
- Communicate easily with Arab natives and make cultural exchanges with them.

Outline of the Course:

Block 1: Arabic for Everyday Life

Unit - 1   Conversations: Greetings, self introduction and introducing others

Unit - 2   Conversation among family members

Unit - 3   Conversation at public places

Unit - 4   Time and Date

Block 2: Arabic for Travel and Tourism

Unit - 1   Dialogues in journey

Unit - 2   Conversation on health, visa and Passport

Unit - 3   Tourism related expressions and conversations

Block 3: Arabic for Workplaces

Unit - 1   Conversations at offices and institutions

Unit - 2   Telephonic talks

Unit - 3   Conversation at educational institutions

Block 4: Arabic for Commercial Establishments
Unit - 1   Conversation at hotels

Unit - 2   Conversation at flats

Unit - 3   Conversation at at shops and markets

Unit - 4   Conversation at banks and financial institutions.

References

1. Dr Abdurahman ibnu Ibrahim Fouzan and Others: *Al Arabiya Baina Yadaik A Level* 1-2 Published by Arabic for All , Riyadh , K .S.A.

2. Prof Dr Shafeeque Ahamed Khan Nadwi and Others: *Functional Arabic* Vol 1-4, NCPU, New Delhi.

3. Nasif Mustafa Abdul Azeez and Muhyudheen Swalih : Al Arabiya Lil Hayat, Vol: 1, King Saud University . KSA. Available at:https://drive.google.com/file/d/1NFgKkrjNuda-s-FpoohyoLxj1XKeTQuV/view

4. Dr Mahmood Ismail Sweeni: Al Arabiya Linnasheen, Ministry of Education, KSA.

5. Dr S.K. Bahmani: *Easy Steps to Functional Arabic*

6. Mohd Alosh: *Ahlan Wa Sahlan – Functional Modern Standard Arabic for Beginners*, Yale University Press, London and Amazon books.

7. Dr VP Abdul Hameed: *The Commercial Arabic: A textbook on Functional Arabic,* Al Huda Book Stall Calicut

8. Abdul Hameed V P and Abdul Haleem N K*, Arabic for Various Situations,* Al Huda Book Stall Calicut

9. Veeran Mohyideen, *Functional Arabic*, Arabnet Calicut

10.   Dr Syed Ali. , Arabic for Beginners, Arabic Publications of India; 7th edition Chennai.

SREENARAYANAGURU OPEN UNIVERSITY
MASTER OF ART IN SANSKRIT
Cross Border Course(Computer Science)

M23CA01CB

MACHINE LEARNING FOR ALL

CREDITS: 4

Course Objectives:
- To introduce the basic concepts and techniques of Machine Learning.
- To teach learners how to apply Machine Learning algorithms to real-world problems.
- To help students understand the strengths and limitations of Machine Learning.
- To develop the ability to analyze and evaluate Machine Learning algorithms.
- To provide hands-on experience with Machine Learning tools and software.

Course Outcomes:
- Students will be able to understand the basic concepts and techniques of Machine Learning.
- Students will be able to apply Machine Learning algorithms to real-world problems.
- Students will be able to analyze and evaluate Machine Learning algorithms.

COURSE DETAILS

Block 1: Introduction to Machine Learning

Unit - 1   Overview of Machine Learning

Unit - 2   Types of Machine Learning paradigms

Unit - 3   Familiarization of Jupyter Notebook, Python libraries: NumPy, SciPy, Pandas, Matplotlib, SciKit-Learn (Practice Session)

Unit - 4   Pandas Familiarization – Loading and Dealing data-Data preprocessing techniques (Practice Session)

Block 2: Supervised Learning

Unit - 1   Regression Techniques- Linear Regression, Logistic Regression.

Unit - 2   Concept of Artificial Neural Network, Prediction using perceptron - Feed Forward Neural Network

Unit - 3   Support Vector Machine

Unit - 4   Performance Evaluation Metrics: Classification, Confusion Matrix, ROC curves, Precision, Recall

Block 3: Unsupervised Learning and Ensemble Techniques

Unit - 1   Unsupervised Learning - Partition based approaches

Unit - 2   Hierarchical Clustering methods

Unit - 3   Density based clustering

Unit - 4   Ensemble Models

Block 4: Feature Selection and Dimensionality Reduction

Unit - 1   Feature Selection

Unit - 2   Dimensionality Reduction – Principal Component Analysis (PCA)

Unit - 3   Dimensionality Reduction – LDA

Unit - 4   KMeans after PCA (Practice Session)

References

1. Machine Learning, Tom M. Mitchell, McGraw Hill.
2. K. P. Murphy, "Machine Learning: A probabilistic perspective", MIT Press, 2012.
3. Stephen Marsland, "Machine Learning An Algorithmic Perspective", CRC Press.

SREENARAYANAGURU OPEN UNIVERSITY
MASTER OF ARTS IN SANSKRIT
Cross Border Course(Commerce)

M23CM01CB
ORGANISATIONAL BEHAVIOUR
CREDITS: 4

Objectives

To develop theoretical and practical knowledge of various aspects of individual and group behaviour in an organisational setting.

Course outcome

After the completion of this course, the learners will be able to:

Learn about the theory behind organisational behaviour, its significance in human resource management, how people behave both individually and in groups, the basis of group dynamics, the nature of conflicts, and how to handle it.

Course Outline

Block 1: Introduction to Organisational Behaviour

Block 2: Individual Behaviour

Block 3: Individual and group dynamic

Block 4: Organisational Conflict

Block 1: Introduction to Organisational Behaviour

Unit - 1   Introduction

Meaning - definition of OB- concepts-nature-elements- approaches to the study-organizational development-levels of analysis-contributing disciplines to the understanding of OB.

Unit - 2   Models of OB

Developing OB model- behavioristic, social learning and cognitive frameworks - behavioural indices-efficiency and effectiveness- contemporary

application & challenges of OB

Unit - 3   Learning

Meaning and definition- process-theories of learning- OB in a learning organisation- Work-Life conflicts-ethics and ethical behaviour organizations- improving ethical behaviour

Block 2 Individual Behaviour

Unit -1   Foundation of individual behaviour

Meaning–definition-factors influencing individual behavior -personal factors- environmental factors- organizational systems and resources

Unit - 2   Attitude

Meaning and definition- components- functions- formation-changing of attitude - prejudice and attitude

Unit - 3   Personality

Meaning and definition -determinants of personality-personality traits-personality models- personality tests and measurement - personality typology- theories of personality

Block 3: Individual and group dynamic

Unit - 1   Perception

Meaning -perceptual process–factors influencing perception- perception and individual decision making-perceptual biases/errors-honing perceptual skills learning–theories of learning-operant conditioning- social learning-principles of learning

Unit - 2   Motivation Theory

Meaning-definition–theories of motivation -Maslow's- Herzberg's-Alderfer's and Mc Clelland's theories -Equity theory of Stacy Adam's - Vroom's Expectancy theory.

Unit - 3   Group dynamic

Definition-important-types of groups-group formation-group development-stages of group development-group performance factors,

group norms- group status- group size

Block 4: Organizational Conflict

Unit - 1   Organizational culture

Meaning-Definition-culture and formalisation- functions- sustaining Culture-ethical organisational culture-creating a customer-responsive culture

Unit - 2   Types of conflicts

Sources- patterns- levels-types of conflict- conflict process - levels of conflict-Traditional and modern approaches to conflict- functional and dysfunctional organisational conflicts- resolution of conflict

Unit - 3   Organizational development

Meaning- concept-definition-need for change-resistance to change- theories of planned change- organizational diagnosis- OD intervention.

References

1. Griffin, R. and Moorhead, G. (2007) Organizational Behavior: Managing People and Organizations. 18th Edition, Houghton Mifflin Company, Boston.

2. Hellreigel, Don, John W. Slocum, Jr., and Richards W. Woodman:

3. Hersey, Paul, Kenneth H. Blanchard and Dewey E Johnson: Management of Organizational Behaviour:

4. Ivancevich; John and Micheeol T. Matheson: Organizational Behaviour and Management, Tata McGraw-Hill, New Delhi.

5. Newstrom, John W. and Keith Davis: Organizational Behavior: Human Behavior at Work, Tata McGraw-Hill, New Delhi.

6. Robbins, Stephen P: Organizational Behavior, Prentice Hall., New Delhi.

7. Steers Richard m. and J. Stewart black: Organizational Behavior, Hrper Collins college Publishers, New York.

SREENARAYANAGURU OPEN UNIVERSITY
MASTER OF ARTS IN SANSKRIT
Cross Border Course (Economics)

M21EC01CB

GENERAL ECONOMICS

CREDITS: 4

Course Objectives:

- To understand the discipline of economics in general
- To be familiarised with the major branches of economics
- To be able to distinguish between growth and development
- To be aware of exchange rate mechanism under trade
- To get introduced to the basic features of Indian economy and examine various issues and crisis experienced in the economy

Course Outcomes:

- Learners will be able to get an understanding of the scope of economics and basic concepts of micro and macroeconomics.
- They will be able to get an understanding of the functions of money and monetary policy.
- They will be able to develop preliminary knowledge about the scope of public economics and fiscal policy instruments.
- They will be able to know the basic structure of the Indian economy and understand economic reforms since 1991.

COURSE OUTLINE
Block 1: Micro and Macroeconomics
Block 2: Development and International Economics
Block 3: Money and Public Economics
Block 4: Indian Economy

COURSE DETAILS

BLOCK 1: Micro and Macroeconomics

Unit 1: Economics as a social science - Subject matter and scope of Economics - Different economic systems - Micro-Macro distinction - Scope of Microeconomics -The basic economic problems and solutions

Unit 2: Demand function - Law of demand - Supply Function - Law of Supply - Concept of Equilibrium - Concept of Utility - Production function -Short-run Vs Long-run

Unit 3: Macroeconomics - Definition, and Scope- Macroeconomic Variables - Stock and Flow, Exogenous and Endogenous Variables - Circular Flow (two sectors)

Unit 4: National Income Concepts - Methods of Measurement - Difficulties in the measurement of National Income

BLOCK 2: Development and International Economics

Unit 1: Growth and Development - Indicators of economic development - PCY - PQLI - HDI - HPI - Multidimensional Poverty Index - Basic needs - Sustainable development

Unit 2: Inequalities in income distribution -Lorenz curve and Gini coefficient - Inverted U-hypothesis

Unit 3: BOP – Exchange Rate - Exchange Rate determination – Purchasing Power Parity Theory – Fixed and flexible Exchange Rates - Devaluation – Revaluation - Depreciation - Appreciation

 Unit 4: Free Trade and Protectionism - Trade restriction – Tariff – and non-tariff barriers - Import Quotas - Dumping - International Cartels - Infant Industry Argument

BLOCK 3: Money and Public Economics

Unit 1: Concept of Money - Functions - Inflation- Types of inflation - Impact of inflation - Measures to regulate inflation

Unit 2: Banking and Capital Market - Types of Deposits - Monetary Policy (Concept Only) - RBI Instruments - Concepts of Capital Market - Shares, Bonds, Stock Market, SENSEX, NIFTY

Unit 3: Public Revenue and Public Expenditure- Sources of public revenue-Tax, Non-Tax sources -Types of public expenditure

Unit 4:   Budget - Concept and significance - Classification of the budget - Revenue and capital accounts - Fiscal deficit - Fiscal Policy (Concept only)

BLOCK 4: Indian Economy
Unit 1: Characteristics of Indian economy- Role of Agriculture, Industry, and Service sectors in Indian Economy

Unit 2: Poverty and Unemployment – Measures of Poverty - Poverty rate in India - Unemployment – Measures of employment – Rural-Urban and Female-Male Unemployment Trends - Causes of Unemployment in India

Unit 3: Economic Crisis of 1991- Economic Reforms of 1991- Liberalisation, Privatisation, and Globalisation

Unit 4: Recent Reforms - Planning Commission to NITI Aayog - Introduction of GST – Fiscal Federalism and GST - Demonetisation of rupee

Reference:

1. Lipsey, Crystal (1999): *Principles of Economic Analysis*, 9th Edition, Oxford University Press.
2. Ahuja H. L (2012): *Microeconomics: Theory and Applications*, S. Chand, New Delhi
3. Pindyck, R.S and Rubin field, D.L (2001): *Microeconomics*, Pearson Education.
4. Mukherjee, Sampat (2002): *Modern Economic Theory*, (4th ed): New Age International Publishers, Bangalore.
5. Brown, William S (2004): *Macroeconomics*, Prentice-Hall, New Jersey.
6. Stone and Stone (1968): *National Income and Expenditure*, Bowes and Bowes
7. Ghosh and Ghosh, *Fundamentals of Monetary Economics*, Himalaya Publishing House
8. Maheswari and RR Paul (2003): *Banking and Financial Services*, Kalyani Publications
9. Natarajan and Parameswaran(2013): *Indian Banking*, S.Chand and Co
10. Fernandez and Monsalvez (2013): *Modern Bank Behaviour*, Palgrave Macmillan
11. Gupta, Suraj B. (2009): *Monetary Economics –Institutions, Theory and Policy*, S.Chand& Company Ltd, New Delhi.
12. Hindrick, Jean and Gareth D Myles (2006): *Intermediate Public Economics*, Prentice Hall of India
13. Hajela, T N(2010): *Public Finance*, 3rd ed, Ann's Books, New Delhi
14. Lekhi, R K (2003): *Public Finance*, Kalyani Publications, New Delhi
15. Tyagi, BP (1994): *Public Finance*, Jain Prakash Nath and Company Meerut
16. Kriparani, Kaveri, K, SudhaNaik, U K and Girija (2000): *Public Finance- Fiscal policy*, S Chand, New Delhi.
17. UmaKapila (2013): *Indian Economy since Independence*, Academic Foundation, New Delhi
18. Thirlwal, A.P (2011): *Economics of Development*, New York, Palgrave Macmillan.
19. Misra S.K. and V.K.Puri (2010): *Indian Economy,* Himalaya Publishing House, Mumbai.
20. Acharya, Shankar and Rakesh Mohan (2010) (ed), India's Economy – Performance and Challenges, Oxford University Press, New Delhi.
21. Hunt, Elgin F and David Colander (2008). *Social Science and Introduction to the Study of Society*, Routledge.
22. Salvatore, D (2008) - International Economics, (8th Edition). Wiley India, New Delhi
23. Soderston, B and Reed G.(1994) - International Economics, 3rd Edition, McMillan Press Ltd. London.
24. Dutt, Ruddar, and Sundaram (2014): *Indian Economy*, S Chand, and Company, New Delhi.

25. Tomlinson. B.R (2013): *The Economy of Modern India-From 1860 to the 21st Century*, Cambridge University Press, New Delhi.
26. Ahluwalia, I.J. and I.M.D. Little (ed) (1999): *India's Economic Reforms and Development*, (Essays in honor of Manmohan Singh), Oxford University Press, New Delhi
27. Census Data, Accessible via URL http://censusindia.gov.in/

SREENARAYANAGURU OPEN UNIVERSITY
MASTER OF ARTS IN SANSKRIT
CROSS BORDER COURSE (ENGLISH)

M23EG01CB
ROMANTICS AND VICTORIANS
CREDITS: 4

Objectives

The objectives of this paper are to:

- Understand the socio-cultural, political and intellectual contexts that nourished Romantic and Victorian Literature.
- Evaluate critically the different phases of Romanticism, the change in mood and temper in the Victorian era and the conflict between science and religion at the turn of the century.
- Enable the students to evaluate critically the English mind-set in the context of rapid social transformations in the nineteenth century.
- Identify and explain the features of the different kinds of literary texts in terms of the literary movements.

Learning Outcomes

At the end of the course, students will be able to:

- Relate the texts selected for study to the genres they belong to and identify and explain the structural, formal, stylistic and literary features.
- Display an awareness of the contributions of the poets, novelists and prose writers.
- Explain and analyze the similarities and differences between the different types of novels of the Romantic and Victorian ages.
- Understand the social and literary changes that influenced drama in the century.

COURSE DETAILS

Block I :Socio-political and Literary Contexts

Unit - 1

The French Revolution and its impact – the Industrial Revolution – urbanisation and

unemployment – the Luddite Riots – Peterloo Massacre – the Reform Act of 1832 – Corn Laws– the Hungry Forties – the Oxford Movement. Change in mood and temper in the Victorian age – spread of science and technology – the conflict between science and religion – Parliamentary reform and political stability – Utilitarianism – Charles Darwin – Karl Marx and Sigmund Freud – Methodism — the rise of education – Public school system- changes in social life – politics of colonization – the Victorian Dilemma – the Victorian Compromise – Victorian Morality.

Unit - 2

Poetry: The Romantic Revival and Revolt – William Wordsworth and Samuel Taylor Coleridge- the Lyrical Ballads – Wordsworth's theory of poetry – different phases of Romanticism – the younger Romantics – John Keats, Percy Bysshe Shelley, Lord Byron – Women poets of the Romantic age – Anna Laetitia Barbauld, Elizabeth Benger, Charlotte Smith – Fleshly school of poetry – Aestheticism - Decadent poetry – Contemplative poetry, love poetry, elegy, dramatic monologue – Alfred Lord Tennyson, Matthew Arnold, A.H. Clough, Robert Browning, Elizabeth Barrett Browning – Pre-Raphaelites – D.G .Rossetti, Christina Rossetti, Algernon Swinburne, William Morris – Precursors to Modernist poetry – Thomas Hardy – Gerard Manley Hopkins, Rudyard Kipling – Symbolism – Arthur Symons

Unit - 3

Drama: Verse drama in the Romantic age –closet drama – Samuel Taylor Coleridge – William Wordsworth – George Gordon Byron – Percy Bysshe Shelley– John Keats – Lord Tennyson – the decline of drama in the Romantic and Victorian ages – causes – dramatists of transition – T. W. Robertson and Stage Naturalism – spectacular theatre and melodrama– Pinero and Jones and the problem play – Oscar Wilde and Comedy of Manners.

Unit - 4

Prose and Fiction: The rise of the modern review and magazines – Essay writing

and criticism– Thomas De Quincey and J.G. Lockhart – Charles Lamb – the personal essay – William Hazlitt – Leigh Hunt – Coleridge's prose writings – Mary Wollstonecraft – the development of the English Novel in the first half of the nineteenth century –Walter Scott – the Historical Novel – Jane Austen – Horace Walpole, Mary Shelley – the Gothic Novel Prose in the age of Tennyson – Thomas Carlyle – Arnold's essays – other prose writers – Walter Pater, Leslie Stephen, Thomas Huxley and John Henry Newman – Age of Fiction – Charles Dickens and the Humanitarian Movement – William Thackeray – George Eliot – the – the Bronte sisters, George Meredith, R.L. Stevenson – Hardy and the Wessex novels.

Block II - Poetry and Drama Prescribed Texts

Unit - 1   Detailed Study Poetry
William Wordsworth "Ode: Intimations of Immortality" Samuel Coleridge "Dejection: An Ode" P. B Shelley "Ode to a Skylark" John Keats "Ode on a Grecian Urn" Lord Tennyson "The Lotus-Eaters" Robert Browning "My last Duchess" Matthew Arnold "Dover Beach" G. M Hopkins "Pied Beauty"

Unit - 2   Detailed Study Drama
Oscar Wilde The Importance of Being Earnest

Unit - 3   Non-detailed Study Poetry
Lord Byron "She Walks in Beauty" Robert Southey "My Days among the Dead are Past"Charlotte Smith Sonnet VIII "To Spring"; Sonnet XLIV "Written in the Churchyard at Middleton Sussex" Emily Bronte "No Coward Soul is Mine" D. G Rossetti "The Blessed Damozel" Christina Rossetti "In an Artist's Studio" Elizabeth Barrett Browning Sonnets from the Portuguese –14 and 22

Unit - 4   Non-detailed Study Drama P. B Shelley Cenci

Block III- Prose and Fiction Prescribed Texts

Unit - 1   Detailed Study Prose Charles Lamb "Oxford in the Vacation"
William Hazlitt "On Familiar Style" John Ruskin "On Books and Reading"

Unit - 2   Non-detailed Study Prose Matthew Arnold "Sweetness and Light," Culture

and Anarchy, Chapter I. Pages:1-19.

Unit - 3   Non-detailed Study Prose Walter H. Pater "Preface" and "Conclusion" from Studies in the History Of The Renaissance.

Unit - 4   Non-detailed Study Fiction Charlotte Bronte Jane Eyre Charles Dickens Great Expectations George Eliot Silas Marner Thomas Hardy The Mayor of Casterbridge

Block IV - Critical Responses

This is a set of critical responses to texts in modules 2 and 3. These are to be used as critical tools for the analysis of primary texts. No annotations are to be asked from the following texts.

Recommended Reading

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SREENARAYANAGURU OPEN UNIVERSITY
MASTER OF ARTS IN SANSKRIT
Cross Border Course (HINDI)

M23HD01CB
BEGINNER'S HINDI
CREDITS: 4

Objectives

- This course covers Structure of Hindi, Communicative Contexts of Hindi, Development of Vocabulary , Syntax and Discourse, Indian Language Computing, Technological Contexts of Hindi Computing.

- Translation of Simple Sentences from English to Hindi, Origin and Development of Hindi language.

- Introduction to Hindi Poetry, Introduction to Hindi Prose, Hindi in the International Scene.

Course Outcome

- Acquire capability in spoken and written Hindi- Pronunciation, Script and Spelling, Spoken Skills, Comprehension. Understand the basics of Hindi Script and spelling and will be able to develop the right pronunciation and speaking skills of the language. Develop the writing and speaking skill through acquiring a thorough knowledge of the language that aims in attaining the language proficiency.

- Comprehend applied Hindi grammar- Structure of Hindi- Communicative Contexts of Hindi- Parts of Speech. Acquire the basics of grammatical structure of Hindi comprising of parts of speech and other communicative contexts offered through applied Hindi grammar that promotes their communicative skill thus emphasizing the accountability of the language.

- Develop the Vocabulary, Syntax and Discourse and Hindi Computing- Indian Language Computing- Technological Contexts of Hindi- Computing. Understand and acquire progress in the language through the enrichment of

the vocabulary, Syntax and Discourse development and comprehend the dimensions of Hindi Computing and its reliability with technological aspects.

- To familiarize the translation of Simple Sentences from English to Hindi and vice versa.

- Understand Hindi Literature- Origin and Development of Hindi Language. Introduction to Hindi Poetry, Introduction to Hindi Prose. Acquire the basics of Hindi literature mainly in poetry and prose and get accustomed to it by recognizing its relevance in the development of Hindi language.

- Understand Hindi in the International Scene- Technology and Hindi- Hindi in the field of advertisement – Usage of Hindi in various scenarios. Explore the benefits of Hindi language in the field of technology, advertisement and usage of Hindi in various scenarios thereby attaining a clear idea of relevance of Hindi in vivid fields taking into account its International acceptance too.

Course Details

BLOCK :1 Spoken and Written Hindi

Unit - 1   Pronunciation, Script and Spelling, Spoken Skills, Comprehension.

BLOCK :2 Applied Hindi Grammar

Unit - 1   Structure of Hindi

Unit - 2   Communicative Contexts of Hindi and Parts of Speech.

BLOCK :3 Practice of Translation

Unit - 1   Translation of Simple Sentences from English to Hindi and vice versa.

BLOCK 4 Hindi in the International Scene

Unit - 1   Technology and Hindi

Unit - 2   Hindi in the field of Advertisement

Unit - 3   Usage of Hindi in various scenarios.

References

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3. Bhasha Aur Vyavahar – Brajmohan, Vani Prakashan, New Delhi.

SREENARAYANAGURU OPEN UNIVERSITY
MASTER OF ARTS IN SANSKRIT
CROSS BORDER COURSE (HISTORY)

M23HS01CB
STRUGGLE FOR INDIAN INDEPENDENCE

CREDITS: 4

Course Objectives:

- To develop an understanding about the nature of colonial intervention in India
- To familiarise the impact of colonialism in the Indian context
- To familiarise the growth of nationalism in India
- To evaluate the nature of the freedom movement in India

Course Outcomes:

- Understand the nature of colonialism in India
- Evaluate the impact of colonial exploitation in India
- Analyze the growth of nationalism in India
- Develop patriotism and national feeling among the learners

BLOCK-I-COLONIAL INTERVENTION

Unit 1 Nature of Colonialism in India: Features of Colonialism- Colonial Interventions in India- Administration- Economy- Agrarian Settlements- Commercialization of Agriculture

Unit 2 Impact of Colonial intervention: Impact on indigenous crafts- Drain of wealth- Deindustrialisation or Development- Debates- Famine- Marx on India

Unit 3 Colonial Modernity: Colonial modernity in India- Social and Cultural policy- Humanitarian measures- Instruments and means of social change- Creation of a public sphere

Unit 4 Impact of Colonial Modernity: Quest for social equality- Reform movements- Methods of reform- Weaknesses and limitations – Social Reforms in Modern India- Growth of Nationalism- Women's movements

BLOCK-2 -EMERGENCE OF INDIAN NATIONALISM AND THE BEGINNING OF NATIONAL MOVEMENT

Unit 1 Emergence of Indian Nationalism: Nature and significance of modern Nationalism-Causative factors for the growth of Indian nationalism- Impact of western education and western culture- Rediscovery of India's Past- Role of press and vernacular literature- Anti-Indian policy of the British- Beginning of Historical Researches

Unit 2 Emergence of Indian National Congress: Early Political Associations- Theories on the foundation of Indian National Congress- Safety Valve theory- Role of A.O Hume- Early Congress sessions

Unit 3 Moderate Phase of the Congress: Nature of function- Moderate leaders of the Congress- Major demands- British attitude towards the Congress- Achievements and drawbacks

Unit 4 Emergence of Extremism: Surat Split of the Congress- Partition of Bengal and the Swadeshi movement- Ideological basis of Extremism-Cancellation of Partition of Bengal

BLOCK-3-IMPACT OF FIRST WORLD WAR AND GANDHIAN INTERVENTION

Unit 1 First World War and Indian Nationalism: Outbreak of First World War-   Annie Besant and the Home Rule League- Bal Gangadhar Tilak and Home Rule activities- Terrorist movements in India and abroad- Congress League Scheme-Reunion between Moderates and the Extremists

Unit 2 Emergence of Gandhi in Indian Politics: South African experiments-Satyagraha Ashrams in South Africa and India- Gandhian techniques of Satyagraha- Champaran Satyagraha- Ahmedabad Mill Strike- Kheda Satyagraha- Rowlatt Act and Satyagraha of Gandhi

Unit 3 Non Cooperation Movement: Jallianwala Bagh Tragedy- Khilafat Issue- Beginning of Non Cooperation Movement- Nature of the movement- Spread of the movement- Chauri Chaura incident and cancellation of the movement

Unit 4 Swarajist Interlude and after: Swarajist interlude and the progress of National movement- Swarajist experiments- Simon Commission 1927- Nehru report- Lahore Session of the Congress 1929

BLOCK-4 STRUGGLE FOR SWARAJ

Unit 1 Civil Disobedience Movement and other developments: Civil Disobedience Movement- Round Table Conferences- Three Round Table Conferences- White Paper- Poona Pact- Government of India Act of 1935- Congress in Office

Unit 2 Emergence of Socialist ideas: Trade Union Movement- Bardoli Satyagraha- Growth of Peasant Movements-Women in Revolutionary Movement- Kalpana Dutta- Bina Das- Preethy Latha Vadedar

Unit 3 Second World and Indian Nationalism: Emergence of Second World War- Resignation of Congress Ministries- Quit India Movement

Unit 4 Communal Politics and Partition of India: Two Nation Theory of Jinnah- Cripps Mission- Cabinet Mission-Direct Action Day- Wavell Plan- Simla Conference- Subhash Chandra Bose and INA- RIN Mutiny- Partition and Independence

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SREENARYANAGURU OPEN UNIVERSITY
MASTER OF ARTS IN SANSKRIT
CROSS BORDER COURSE (MALAYALAM)

M21ML01CB
കവിതയും കഥയും
(Kavithayum Kadhayum)
CREDITS: 4

Objectives

- മലയാള കവിതയുടെ ചരിത്രം മനസ്സിലാക്കുക

- മലയാള കവിതയിലെ കാൽപ്പനിക നവകാൽപ്പനിക പ്രവണതകളെക്കുറിച്ച് അറിവ് നേടുക

- സമകാലിക മലയാളകവിത അഭിസംബോധന സൂക്ഷ്മരാഷ്ട്രീയങ്ങളെക്കുറിച്ച് ധാരണ നേടുക

- ഇരുപതാം നൂറ്റാണ്ടിന്റെ ആരംഭം മുതലുള്ള മലയാള ചെറുകഥാചരിത്രത്തെക്കുറിച്ച് ധാരണ നേടുക

- ആധുനിക – ആധുനികാനന്തര കവിതകളുടെയും കഥകളുടെയും സവിശേഷതകൾ തിരിച്ചറിയുക

- പരിസ്ഥിതി –ദളിത് – സ്ത്രീപക്ഷ രചനകളുടെ രാഷ്ട്രീയം മനസ്സിലാക്കുക

Course outcomes

- മലയാള കവിതയുടെ ചരിത്രത്തെക്കുറിച്ച് സാമാന്യമായ ധാരണ ലഭിക്കുന്നു

- ആധുനിക കവിതയിലെ വ്യത്യസ്ത ധാരകൾ പരിചയപ്പെടുന്നു

- ഉത്തരാധുനിക കാലത്തിന്റെ സവിശേഷതകൾ മനസ്സിലാക്കുന്നു.

- ദളിത് –സ്ത്രീപക്ഷരചനകളുടെ രാഷ്ട്രീയം വിശകലനം ചെയ്യുന്നു

- മലയാള ചെറുകഥയുടെ ഭാവകത്വ പരിണാമചരിത്രത്തെക്കുറിച്ച് അറിവ് നേടുന്നു

- സമകാല കവിതയുടെയും ചെറുകഥയുടെയും സവിശേഷതകൾ കണ്ടെത്തുന്നു

Course Details

ബ്ലോക്ക് ഒന്ന്

പാട്ട് – മണിപ്രവാളം – നിർവചനങ്ങൾ – ചെറുശ്ശേരി – കൃഷ്ണഗാഥ – ഭക്തിപ്രസ്ഥാനം –പുരാണകഥാപുനരാഖ്യാനം – എഴുത്തച്ഛനും കൃതികളും – കുഞ്ചൻ നമ്പ്യാർ – തുള്ളൽ പ്രസ്ഥാനം – പൂന്താനം – ശ്രീനാരായണഗുരു – വിലാപകാവ്യപ്രസ്ഥാനം – മലയാള കവിതയിലെ കാല്പനികത – കവിത്രയം

വിശദപഠനം:

യൂണിറ്റ് – 1

1. ചെറുശ്ശേരി   –   അക്രൂരാഗമനം (290 വരികൾ)

യൂണിറ്റ് – 2

1. ശ്രീനാരായണഗുരു   –   ദൈവദശകം

യൂണിറ്റ് – 3

1. കുമാരനാശാൻ   –   വീണപൂവ്

യൂണിറ്റ് – 4

1. വള്ളത്തോൾ   –   അച്ഛനും മകളും

ബ്ലോക്ക് രണ്ട്

കവിത കവിത്രയത്തിനുശേഷം – കാല്പനികതയുടെ മുന്നേറ്റം – പിൽക്കാല കാല്പനികത –ഭാവഗീതങ്ങൾ – മിസ്റ്റിസിസ്സം – സിംബലിസം – മറ്റു പ്രസ്ഥാനങ്ങൾ – കാവ്യഭാഷയുടെ പരിവർത്തനം – മലയാള കവിതയിലെ ആധുനികത – നവീനകവിത – എൻ. വി. കൃഷ്ണവാര്യർ – അക്കിത്തം – അയ്യപ്പണിക്കർ – കടമ്മനിട്ട – സച്ചിദാനന്ദൻ – കെ. ജി. ശങ്കരപ്പിള്ള – ആധുനികാനന്തരമലയാള കവിത – കവിതയുടെ രൂപപരമായ മാറ്റങ്ങൾ – ദളിത് – പരിസ്ഥിതി – പെണ്ണെഴുത്ത്

വിശദപഠനം:
യൂണിറ്റ് – 1

1. ചങ്ങമ്പുഴ   –   മനസ്വിനി
2. വൈലോപ്പിള്ളി   –   കന്നിക്കൊയ്ത്ത്

യൂണിറ്റ് – 2

1. ജി. ശങ്കരക്കുറുപ്പ്   –   സൂര്യകാന്തി
2. വയലാർ രാമവർമ്മ – സർഗ്ഗസംഗീതം

യൂണിറ്റ് – 3

1. എ. അയ്യപ്പൻ   –   അത്താഴം

2. സച്ചിദാനന്ദൻ   –   ഇവനെക്കൂടി

യൂണിറ്റ് – 4

1. കരീപ്പുഴ ശ്രീകുമാർ   – ഇഷ്ടമുടിക്കായൽ
2. അനിത തമ്പി   – ആലപ്പുഴ വെള്ളം

ബ്ലോക്ക് മൂന്ന്

ചെറുകഥ: നിർവചനം – വിദേശ സ്വാധീനം – ആദ്യകാല ചെറുകഥകൾ – വ്യത്യസ്ത പ്രമേയങ്ങൾ – വേങ്ങയിൽ കുഞ്ഞിരാമൻ നായനാർ – നവോത്ഥാന കഥകൾ – സാമൂഹിക ചലനങ്ങൾ – റിയലിസം – തകഴി – എസ്. കെ. പൊറ്റക്കാട് – കേശവദേവ് – വൈക്കം മുഹമ്മദ് ബഷീർ – ലളിതാംബിക അന്തർജനം – പൊൻകുന്നം വർക്കി –കാരൂർ – ദരിദ്രരുടെയും അധഃസ്ഥിതരുടെയും കഥകൾ

യൂണിറ്റ് – 1

1. തകഴി ശിവശങ്കരപ്പിള്ള   –   കൃഷിക്കാരൻ

യൂണിറ്റ് – 2

1. വൈക്കം മുഹമ്മദ് ബഷീർ   – പൂവമ്പഴം

യൂണിറ്റ് – 3

1. ഉറൂബ്   –   രാച്ചിയമ്മ

യൂണിറ്റ് – 4

1. എം. ടി. വാസുദേവൻ നായർ –   കറുത്ത ചന്ദ്രൻ
2. ടി. പദ്മനാഭൻ   –   കാലഭൈരവൻ

ബ്ലോക്ക് നാല്

ആധുനിക – ആധുനികാനന്തര കഥകൾ – കഥയും അന്തർഭാവവും – സമകാല ചെറുകഥ – ആഖ്യാനത്തിലെ മാറ്റങ്ങൾ – ആഗോളവൽക്കരണം – സ്വത്വരാഷ്ട്രീയം – സ്ത്രീ – പരിസ്ഥിതി – ദളിത് കഥകൾ

വിശദപഠനം:

യൂണിറ്റ് – 1

1. സി. വി. ശ്രീരാമൻ   –   വാസ്തുഹാര

യൂണിറ്റ് – 2

1. സക്കറിയ   –   ആർക്കറിയാം

യൂണിറ്റ് – 3

1. സി. അയ്യപ്പൻ   –   ഭ്രാന്ത്
2. കെ. ആർ. മീര   –   കൃഷ്ണഗാഥ

യൂണിറ്റ് – 4

1. ജി. ആർ. ഇന്ദുഗോപൻ   –   ചട്ടമ്പിസദ്യ

സഹായക രചനകൾ

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SREENARYANAGURU OPEN UNIVERSITY
MASTER OF ARTS IN SANSKRIT

CROSS BORDER COURSE (PHILOSOPHY)

M23PH01CB: SOCIAL ETHICS

CREDITS: 4

Course Outcomes:

● Knowing social ethics and various themes and issues in it

● Understanding moral frameworks which address our day-to-day issues affecting social and professional relationships and practices.

● Explore the moral/ethical dimensions of our day-to-day encounters with rights, information, internet, society and state

Course Outline

Block 1- Introduction to Ethics

Block 2 - Information, Technology and Internet Ethics

Block 3- Social Issues Related to Rights

Block 4 - Individual and Social Issues Related to State

Block 1- Introduction to Ethics

Unit 1: Ethics: Nature and Scope

Definition, Voluntary and involuntary actions, Right and Wrong, Introduction to normative ethical theories such as teleological, deontological, utilitarian and virtue ethics

Unit 2: Relation of Ethics to Psychology, Sociology and Religion

Unit 3: Social Ethics: An Introduction

Social ethics as a branch of 'applied ethics,' the application of ethical reasoning to social problems

Block 2 – Information, Technology and Internet Ethics

Unit 1 - Information Communication Ethics

Ethics and politics of production, utilization and communication of information

Impact of fake news/misinformation and miscommunication on Social-psychological-political-legal spheres.

Ethical, legal and societal aspects of using information and communication technologies

Unit 2 – Ethics of Cyber-warfare

Cyber-attacks on digital infrastructure and social-political-national-global impact

Unit 3 – Internet Ethics

Access to internet, Privacy, big data, net neutrality

Block 3 - Social Issues Related to Rights

Unit 1 – Contraception and Abortion

Moral status of the fetus

Unit 2 - Self-determination and Suicide

Suicide as an individual right which society has no right to intervene in

versus

Suicide as a social justice issue which we have social obligation to prevent from

Unit 3 – Euthanasia

Unit 4 - Capital Punishment

Block 4- Individual and Social Issues Related to State

Unit 1: Nature and Justification of State

Social Contract theory: Thomas Hobbes, John Locke and Jean-Jacques Rousseau

Justification of democracy

Unit 2: Nature and Scope of Freedom in Society

Individual versus social freedom. Duties and responsibilities

Unit 3: Equality and Social Justice

Equality before the law/ equal protection of the laws, Affirmative action, Protection from social exclusion, labour exploitation, bonded labour, and slavery, Access to health care, equal pay, housing, employment opportunities, Criminal justice ethics/ Ethics of social reform in Crime and Punishment

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SREENARAYANAGURU OPEN UNIVERSITY
MASTER OF ARTS IN SANSKRIT
CROSS BORDER COURSE(SOCIOLOGY)

M21S001CB
CRIMINOLOGY
CREDITS: 4

Course Objectives

- To acquaint the learners with concepts of criminology for the promotion of welfare and co-operation in society
- To give exposure to the learners about different types of crime prevailing in society
- To familiarise the learners about criminal justice system and different ways of preventing crime in society

Course Outcomes

- Acquaint the learners with concepts of criminology for the promotion of welfare and co-operation in society.
- Give exposure to the learners about different types of crime prevailing in society.
- Familiarize the learners about criminal justice system and different ways of preventing crime in society.

COURSE DETAILS

Block :1 CRIME AND PERSPECTIVES

Unit - 1   **Crime and Criminology**
Definitions: Crime, Criminology and Criminal Justice, Differences between concepts: Sin, Crime, Vice & Wrong; Meaning: Deviance and Delinquency, Historical Development of criminology - Nature and Scope- Criminology

Unit -2   Conceptual approaches to crime: legal, behavioural, sociological, deviance, crime and delinquency

Unit -3   Perspectives on crime causation: classical and positivist school of criminology, psychological, sociological (Marxian, structural functional and

symbolic interactionism)

Block :2 TYPES OF CRIME

Unit - 1   Typology of Crimes: Crimes against Human body and Crimes against
Property, Crimes against vulnerable groups: Crimes against women and
children

Unit - 2   Types of Crime: Economic and violent crime, white collar and corporate
crime, organized and cybercrime.

Unit - 3   Changing socio-economic profile of criminals in contemporary India

Block :2 CRIMINAL JUSTICE SYSTEM
Unit - 1   **Introduction to CJS**
CJS: Meaning, Purpose and Social Relevance; Legislative Process in CJS.
International Perspective: American, British, Chinese, French and Islamic
CJS.

Unit - 2   **POLICE SYSTEM**
Historical overview of the Police system in India and its function; Police Act
1861, Organisation set up of Indian Police in Modern Society. Objective of
Police System: Maintenance of Law and Order, Investigation of Crimes,
Protection of Life, Protection of Property Rights, Prevention of Crime.

Unit - 3   **UNIT III: JUDICIAL & PROSECUTION SYSTEM**
Judicial Administration in India: Structure and Functions of Criminal Courts.
Modern Judicial Systems: Fast Track Court, Children Court, JJB. Salient
Features of Indian Judicial System: Independence, Public and Fair Trial.
Fundamental Elements in Judicial Functioning: Due Process, Speedy Trials
and Access to Justice. Prosecution System.

Block :3 PUNISHMENT AND CORRECTIVE METHODS

Unit - 1   Punishment in relation to crime: types of punishment, penology in India,
Indian Penal Code, retributive and reformative theory, deterrent theory

Unit - 2   Correction: significance and forms of correction, history of prison reforms in India, national policy on prisons, correctional programmes- educational, vocational, psychiatric, meditation, recreation, problems of correctional administration

Unit - 3   Alternative to imprisonment: probation, parole, open prisons, after-care and rehabilitation, victimological perspective.

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